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# THE National Parent-Teacher Magazine

FORMERLY • CHILD WELFARE

THE NATIONAL PARENT-TEACHER is the only official magazine of the National Congress of Parents and Teachers which sponsors the parent-teacher movement in the United States of America, Hawaii, and Alaska. The objects of the Congress are:

## Child Welfare

To promote child welfare in the home, school, church, and community

## Parent Education

To raise the standards of home life

## Legislation

To secure adequate laws for the care and protection of children

## Home and School Cooperation

To bring into closer relation the home and school, that parents and teachers may cooperate intelligently in the training of the child

## Equal Educational Opportunities

To develop between educators and the general public such a united effort as will secure for every child the highest advantages in physical, mental, moral, and spiritual education

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# CONCERNING CONTRIBUTORS

The author of "Send Your Child to Nursery School," ESTHER ANGELL, writes not from theory alone, but from actual practice. Homemaking has been her principal job, for she has two children, and for the past two years she has conducted a neighborhood nursery school for children near her home in Bronxville, New York.

\* \* \*

In an unusual combination of professions BERYL YANCEY teaches in an elementary school in Minnesota and gives piano instruction, and at the same time works for an A.M. at the University. Her greatest interest is in the young beginner.

\* \* \*

Owing to the intimate nature of her article "Adventuring with Youth" the author, whose "hobbies are wrapped up in youth," writes under the nom de plume, DOROTHEA HEAD. We are under obligation not to disclose her real identity.

\* \* \*

The poem published in connection with "Adventuring with Youth" was written by DOROTHY WHITEHEAD HOUGH of Janesville, Wisconsin. After graduating from Beloit College, Mrs. Hough lived in Rome while Dr. Montessori was at the height of her career, and absorbed some of her teachings. Though devoted to the interests of her family she turns to writing as an avocation and works for the A.A.U.W. and for the state Student Loan Fund of the D.A.R.

\* \* \*

The chairman of the Committee on Motion Pictures of the National Congress of Parents and Teachers, MRS. ROBBINS GILMAN, of Minneapolis, is one of the best informed people in the country on the subject of motion pictures. She is a member of many organizations working for their improvement. She lives in Minneapolis.

\* \* \*

HATTIE MCILWEE HANKINS, though a young wife in Washington, D. C., has had considerable experience in writing and in editing. Several of her poems have been published.

\* \* \*

W. E. BLATZ is director of St. George's School for Child Study,

Toronto; Professor of Psychology, University of Toronto; Member of Research Staff, Canadian National Committee for Mental Hygiene; Consultant, Toronto Juvenile Court Clinic; author, with Helen M. Bott, of *Parents and the Pre-School Child*.

\* \* \*

The new physician of the well-known Robinson Family is DR. S. J. CRUMBINE, General Executive of the American Child Health Association, with headquarters in New York. As a private practitioner, as State Health Officer for the State of Kansas, and as Dean of the School of Medicine of the University of Kansas, Dr. Crumbine has had an unusually wide experience.

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## IF YOU ARE INTERESTED IN

THE PRESCHOOL CHILD, see pages 5, 12, 15, 16, 20, 39.

THE GRADE SCHOOL CHILD, see pages 7, 12, 15, 16, 24.

THE HIGH SCHOOL BOY AND GIRL, see pages 7, 10, 11.

CHILDREN OF ALL AGES, see pages 3, 13, 21, 24, 25, 38.

P.T.A. PROBLEMS, see pages 3, 13, 25, 26, 28, 30, 31, 34, 36, 38.

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Though born in Maine, ALICE R. GRIFFITH has lived many years in Washington, D. C., where she has worked in an editorial capacity in several different departments of the United States Government. In 1932-33 she became associated with the Home Modernizing Committee of the Department of Commerce which is endeavoring to stimulate home modernizing activities throughout the country.

\* \* \*

The old "Question Box," now called "In Our Neighborhood," is conducted by ALICE SOWERS, who for the past two years has been in all sections of the country organizing and stimulating child study groups for the National Congress of Parents and Teachers. She is a native of Ohio, received a Bachelor of Science Degree in Home Economics at Miami University, and a Master of Arts in Education at the University of Cincinnati. Miss Sow-

ers, with ALICE L. WOOD of Chevy Chase, D. C., is also conducting the department, "It's Up to Us."

\* \* \*

MARGARETTA WILLIS REEVE is chairman of the Committee on International Relations, National Congress of Parents and Teachers. She has long been identified with the Congress: as president of the New Jersey Congress, as president of the National Congress, and in many other important positions. She served as the first president of the International Federation of Home and School, and is at the present time a director in many national organizations doing philanthropic and educational work. Her home is in Philadelphia.

\* \* \*

MARION L. FAEGRE, who helped to outline the Parent-Teacher Program published this month, is an Associate Editor of the NATIONAL PARENT-TEACHER MAGAZINE. She was formerly chairman of the Committee on the Exceptional Child, N. C. P. T., is co-author of *Child Care and Training*, and writes numerous popular magazine articles.

\* \* \*

All Congress members know or know about ADA HART ARLITT, associate editor of the NATIONAL PARENT-TEACHER MAGAZINE and chairman of the Committee on Parent Education of the National Congress of Parents and Teachers. Dr. Arlitt received her A.B. at Tulane University and her Ph.D. at the University of Chicago. She is professor and head of the department of Child Care and Training at the University of Cincinnati. She serves on boards and committees of many parent education organizations. Under her auspices the NATIONAL PARENT-TEACHER is conducting for the fifth year a study course for parents.

\* \* \*

The author of "Fair Wind," DOROTHY BURNHAM EATON, believes in adult education and the developing process of rearing children. Through her children she says she is learning many things, such as self-control, honesty, and resourcefulness, and that the business of being a parent gives more strict discipline than any other business in the world.



# The President's Message

## Fighting the Depression

FOR THE PAST THREE YEARS we have had to strain every nerve to keep the depression from demolishing the schools.

We must not forget, however, that we are the bridge between the home and the school, and we must not forget that no bridge can stand if the support at either end is weakened. Therefore, without in the least relaxing our vigilance in regard to the school end of the bridge, we shall in the next three years devote special attention to the support of the home.

We know only too well that in time of economic depression the morale of the home is affected quite as much as the physical quality of it, and it will do us little good to insist upon adequate schools if our children leave those schools to return to inadequate homes.

The homemaker is the principal consumer or buyer, and upon her rests the heaviest burden of wise spending. This burden will be lightened if she can be taught the value of a household budget prepared at the beginning of each year, and carefully lived up to throughout the twelve months. Her eyes must be opened to values in textiles, foods, and services, and we are prepared to do this through our committees on homemaking.

The homemaker must also be the one who understands how to make the home attractive and a drawing force to every member of the family. The home must be made the most interesting, restful, and joy-producing environment in the consciousness of all members of the family. This will not be accomplished simply by beautiful furnishings or in well-equipped back-yard playgrounds, but if we can afford the beautiful equipment pervaded by the spirit of hospitality, of serenity, and pleasant industry, we shall have made the home the most attractive place for our dear ones.

Let us, therefore, place a new emphasis upon our task as homemakers.

*President, National Congress of Parents and Teachers.*





Courtesy Museum of Fine Arts, Boston

## "THE PINK RIBBON"

From a Painting by  
ROBERT HENRI



# Send Your Child to Nursery School

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And Thereby Give Him a Good Start in  
Many Learnings Which He Will Need  
Later On

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By ESTHER ANGELL

A BUSY mother of four children asked me whether she should send her three-year-old to nursery school.

"Yes," I told her, "but take care what nursery school."

The school she had in mind was not properly a nursery school at all, in the professional sense of the term, but only an organized play group, like several hundred others now operating wherever eight, ten, or a dozen children of nursery school age can be brought together. Its base is an unrented apartment, lent by the building management. Its equipment is largely homemade or from the ten-cent store. Its campus, the playgrounds of the apartment development and an adjoining park. Its director, the mother of one of the children. Its fee is ten dollars a month. Its enrolment, eight to ten youngsters of three to five years.

But its record—that is something else. It can cite, for instance, the case of Dora Jane.

Six months before Dora Jane was born, her parents moved to a place in the country so she would have fresh air, sunshine, and the right sort of playmates. This "place in the country" was a four-room apartment in one of several large buildings comprising a united group—typical of suburban apartment developments near the largest cities. It did have plenty of fresh air and sunshine, and many playmates of the right sort.

But Dora Jane, for no good reason that her parents could discover, was a shy child. She spurned the good sand pies offered by friendly youngsters of her own age. She ducked her head when spoken to, clung to her mother's skirt and looked straight ahead when hailed in greeting. At three years she had made good use of the fresh air and sunshine to build a sturdy, health-glowing body, but the opportunity for

playmates had been almost wholly neglected. She knew the children of the neighborhood by name, talked about them to her mother, sneaked rides on their bikes when the owners turned their backs. But she drew into herself when given direct attention.

Then she entered the nursery school. It wasn't conducted by a competent young professional who had made a study of shyness in three-year-old girls. But in just a few weeks Dora forgot her self-consciousness and became an active, fully-accepted, in-good-standing member of the group. This school solved Dora's shyness problem in less than a month. It trained an untrained three-year-old in about the same time. It completely cured a bad case of tantrums between October and Christmas. Not by high-brow psychology or any legerdemain; but just by group activity and common sense.

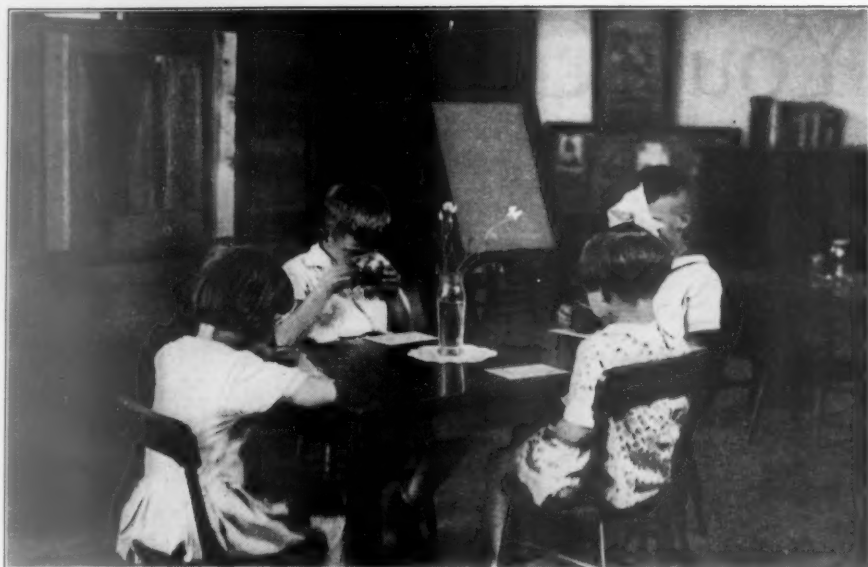
SIMILAR groups all over the country are doing as well. And there is room for hundreds more. Directed group play means so much in the development of every normal child that the opportunity should not be denied. In almost every community—urban, suburban, or rural—the need exists for small, informal, inexpensive play school groups. And with the need there is the opportunity.

But because such nursery schools are small and informal, without state or other governmental supervision, it is highly important for intelligent parents to keep wide-open eyes on them. At their best, they can be invaluable in building a firm foundation for future schooling and for happy, well-adjusted social existence. At their worst, they can be actually harmful. Halfway between may be the school

that is neither helpful nor harmful, but just a waste of money.

Parents who pay attendance fees have a right to demand certain standards. The director herself is all-important. Professional training is desirable but it is less important in small, neighborhood groups than a dozen other qualifications. Probably a deep-flowing love of children is most important. Not the effusive love of baby faces that expresses itself in ohs and ahs, and hugs and kisses. But the understanding love that can refrain from fussing; love that searches out lovable qualities and develops them. A play group director must have almost saintlike patience and self-control. She should have a well-modulated voice and clear, unhurried speech. She should be tactful, adaptable, firm, and fair. If she is pleasing in appearance, the children will be more easily attracted to her. When to these qualities of character she can bring a sense of rhythm, skill in playing the piano or other instrument, and the ability to tell a good story, she is almost certain to be successful.

This is heresy. I know it. Many sincere and ardent friends of the nursery school system believe professional training is all-important. They look with doubt, even horror, on the loving-mother director. They quote the now widely recognized truth that the maternal instinct and motherhood itself do not give a woman all the knowledge and skill she needs for managing children wisely. They point out the importance of a proper start for a child. They contend, with considerable justification, that psychologically correct training in the years from three to five will have more influence on the child's future than all the school years that follow.



Photographs courtesy Iowa Child Welfare Research Station

*The good nursery school can solve many behavior problems*

And I believe they are right. But I contend further that some training for children is better than none. I contend that a director with all or most of the qualifications I have mentioned will do more good than harm to any group of normal children, even if she has not had an hour of professional training.

Fortunate indeed are those children who can attend the professionally managed, completely equipped nursery schools. But they are so few! The informal groups of which I write can reach many other thousands of children, who without such schools in their own neighborhood would spend their hours alone; with bored or overworked young mothers; or with uninterested, busy maids.

**L**ACK of resources for equipment should not stand in the way. Here again a little is better than none. A well-directed group of children can get much happiness and much valuable training from a school with little more equipment than a low table, small chairs, an easel, and some homemade building blocks. Outside, a sand-box and a see-saw will suffice, if there is room to run.

If resources are available, the sponsors of the school may go to any one of a dozen dependable manufacturers for professionally designed and approved equipment. All of it is desirable but not all of it is necessary. Some few of the professional schools have sleeping rooms where the children may take their mid-morning rest and their afternoon naps; dining rooms especially furnished with Lilliputian tables,

chairs, dishes, and silver; model kitchens presided over by child-diet experts.

But such perfectly appointed places speak for themselves. I am writing of informal neighborhood groups. For such, minimum needs include the furniture I have mentioned; a small supply of creative materials, such as water colors, crayons, modeling clay, sand, scissors, paper, hammers, and nails. To develop coordination of large muscles a few strong locomotive toys are desirable. A wagon and a kiddie car might well be put down as indispensable. Small brooms and dustpans always provide fun for little girls, and for some little boys, and their use trains muscles while inculcating habits of orderliness.

Children can provide their own rugs and blankets, which, spread on

the floor or on dry, warm ground, make adequate beds for short rests. They can provide cups for the mid-morning refreshment of tomato or fruit juice.

If to such minimum equipment is added a wading pool for summer use, a small garden space, a jungle-gym or its equivalent for climbing; and inside, a piano or phonograph—the school is ready to go.

Certain definite objectives can be attained. A good nursery school, no matter how small or informal, should safeguard the health of its charges. It should solve elementary behavior problems; it should socialize the child and prepare him for the more advanced cooperative work and play of kindergarten. It should assist his facility of speech; develop his muscles and his mind. Shyness, tantrums, clothes-wetting, selfishness, negative reactions, bullying tendencies—all these can be overcome in a good play group.

Not the least of a nursery school's advantages is the withdrawing of the child from the morning hurry and bustle of housekeeping. In any average home, mother and nurse-maid are busy with many necessary duties—older children to send off to school, dishes to wash, beds to make, floors to sweep, telephone and doorbells to answer, luncheon to prepare. Of necessity the small child must be constantly thrust aside. At nursery school he is spared the "not-now," "wait-a-minute," "after-a-while" neglect that is so hard to avoid in even a well-managed house. And his mother is spared the extra work and nervous strain of trying to do a dozen things while being patient with the child.



*Many good lessons may come from group play in the sand-box*



Photograph by Ruth Alexander Nichols

# Practicing Made Pleasant

*Many Parents Will Be Happy to Learn How This Utopia May Be Realized*

By BERYL YANCEY

SOME parents feel that in giving their child music lessons they are conferring a special privilege which must be reciprocated by undimmed enthusiasm on the part of the child, and if he falters in enthusiasm they threaten to withdraw the privilege. Such parents need to reorganize their thinking and bring it up to date. Fifty years ago a parent frequently said, "Well, if Johnny won't take an interest in his music, he'll have to do without. Some day he'll regret it and wish he'd taken advantage of his opportunity."

What a curious, unparentlike attitude that is! But upon analysis one finds that it isn't even a sincere attitude. The parents are few and far between who would find it a pleasure to contemplate hearing their child say wistfully, fifteen years hence, "Why didn't you make me practice? I didn't realize what I was losing!"

Anyway, we aren't educating the children for a vague, distant future, hoping that the knowledge and skills we are stressing will, through some indefinite process, suddenly become of value. Not if we have a modern conception of education. We are trying to help the child to live just a little better the life he will have to live anyway. The more abiding the interests we can give him, the fuller his life will become, the richer his personality, and the greater his chances for contacts. If we feel that a knowledge and appreciation of music will help him, then our duty lies not in continually threatening

to deprive him of it, but in *making the study of music so attractive that he will want it of his own accord.*

Another psychological twister is found in the fact that some parents expect miracles to happen as soon as Johnny begins his music lessons. They are perfectly willing that he shall go about the business of learning to read, write, or spell in a normal, unhurried way. But when the musical instrument has been bought and the teacher engaged, they expect that Johnny will develop overnight a sudden, intense urge to sit glued to the piano bench and that he will be filled with overwhelming gratitude for his chance to study. When this spontaneous succession of events does not occur, trouble begins for Johnny.

If these parents would only stop to think about it, however, they would realize that deep, abiding interest in anything does not develop sporadically. It must be built up step by step.



The child must feel an urge to work. Although the parents may be conscious of his need in their own minds, they have to do something to make the child conscious of it, too, before they can expect his cooperation.

### Some Rules for Effective Practicing

**I**F YOUR child doesn't like to practice, there must be a good reason. Don't lay his dislike to natural cussedness that has to be beaten out. Maybe you are much more to blame yourself. Here are a few suggestions for discovering the difficulty:

In the first place, take a look at the instrument your child plays. It may be in a beautiful case, but how does it sound? If it is a piano, when was it last tuned? Nothing is more distressing than trying to practice on a piano that is tinny, or whose keys stick, or on one that is dismally out of tune. See to the piano. Have a good tuner fix it up at least once a year. Oftener, if necessary. Nothing will kill a child's interest sooner than a poor instrument.

Second, what kind of teacher have you engaged? Economizing on a cheap teacher is expensive. "Cheap" does not necessarily mean low-priced. But is your teacher modern? Does she keep up with the times? Are her methods of teaching music as up to date as the methods of teaching reading in the school?

Third, what kind of instruction books have you provided? Are they attractive, tuneful things, so that the child learns to play real pieces from the very start? It is no longer necessary to spend the beginning weeks on dull exercises. Again, look to the teacher. Naturally, most of the choice rests with her. But maybe you are insisting that Johnny use the same book that Margery had when she started. A perfectly good book, you say. Perhaps; but not for Johnny. Ownership is tremendously important to a child. If his first books have been handled and struggled through by another, they aren't really his own. They may be well finger-printed when he has finished with them. That is all right, if the finger prints are his. But let the book be fresh when he first sits down to learn

from it. There is no pleasure in exploring a sheet of music if he has heard Margery play it again and again. And there is no pleasure in entertaining Mother and Father with a little tune that they also have heard practiced many times before.

Fourth, is it quiet in the house during the practice hour? In an amazing number of homes the young student is expected to practice while a dozen other things are going on behind his back. He listens, falters, plays incorrectly, or just strums along. When he goes to his next lesson he isn't prepared; he has to do the work over again; he loses interest; and thus the vicious circle begins. It is exceedingly important that he have a quiet time for practice. Tell his playmates the hour and ask them not to call for him during that time. Keep the baby in another room. Have the other children play quietly in some other place. And try not to have long telephone conversations if the telephone is near the place where the child practices. The child's practice ceases when you begin to talk and may not start again until after you have finished. He may be playing, but he won't be practicing. Above all, don't let the radio run on and on. That advice sounds absurd, but there are intelligent people who go serenely about their business while the child struggles along at his practice

to the accompaniment of discordant blares from the radio.

Fifth, how long do you expect your child to practice his lesson at one time? If the teacher hasn't specified, be sure to find out. The length of the practice period is as important as anything else. Many parents make the mistake of expecting too much from a child. The very young beginner should not practice more than ten or fifteen minutes at a time at first, with the period gradually increased over a number of months. When he begins practicing for twenty minutes, the time can be divided into two ten-minute periods; a half-hour can be divided into two fifteen-minute periods; and so on. After his regular practice is over, the child may spend as much time as he desires at the piano, but entirely on his own initiative.

Many parents exclaim when they are told that little six-year-old Mary needs but ten minutes of daily practice, and they cite another teacher who prescribes an hour for the beginner. If a teacher has ideas like that for a young beginner, it would be wise to change to another who has better methods. The small beginner can learn only so much in a lesson. It is cruel to expect him to go over it again and again for an hour every day. For one thing, it is an excellent way to tire

tender young muscles; and for another, it is a perfect way to implant the idea that music practice is a thing of drudgery that must be endured, but never enjoyed.

Sixth, does your child have a regular time in the day for practice, or does he do it at different times? If he is reading an interesting story and has just reached an exciting place, you can't expect anything but protests if you suddenly remember that he hasn't practiced and insist that he do it at once. What's more, he will hate it. A few irritating experiences like that are enough to set any child against his music. The practice hour should be as regular and as inevitable as the hour for opening school. Let the child know that at a certain time he will be required to study his music. If nothing interferes with the schedule, the child will accept it as a matter of course. Also, he



Photograph by Walter E. Stewart

*If your child doesn't like to practice, there must be a good reason*

should be expected to go to his instrument as soon as the hour arrives and stay there without continual parental prodding. It may not be easy to establish a routine like this if practicing has formerly been haphazard, but it can be done, and all will appreciate it. Try to have the practice at a time when the child is not tired and when his playmates are not outside. Before school in the morning is an excellent time. Never after dinner in the evening. Youngsters are too tired then to do work of any value. They may play at that time, but they should not practice.

Seventh, what kind of encouragement do you give? Do you ever practice with your child? Do you help him over the hard places? Do you take an interest in his assignments and see that he gets them correctly? Even if you don't play his instrument, you can help him. Children need constant supervision. In school there is always a teacher present. But when a child has a music lesson only once or twice a week, it is to be expected that he will sometimes forget part of his work or do it incorrectly. Sometimes a child will practice a mistake during a whole week, only to be obliged to unlearn it laboriously after his next lesson. Parental supervision will prevent that, if the parent is musical.

The eighth suggestion may seem superfluous, but if your child hates his music, are you sure that he has musical ability? Parents sometimes insist on music for their children because they themselves were denied the chance to learn. It is heartbreaking, however, to try to make a musician out of a child who has no aptitude for music. If he has studied for some time under a good teacher and you have helped him well at home, and if with these helps he fails to progress and hates practicing, it is very possible that he does not possess musical talent. Or perhaps you are insisting that he master an instrument that does not appeal to him. It is possible for a boy who discourages his parents by thumping inaccurately and indifferently upon a piano to take a sudden spurt of interest and show genuine ability and real application when he is transferred to a clarinet or trumpet and promised a place in an orchestra as soon as he can manage the music. The little girl who is struggling unmelodiously with a violin may learn to play in a way that will be a satisfaction both to her parents and to herself if she is set down to the piano where the notes are ready-made and



Photograph by Olive Hastings

*Interest in music can be stimulated in many ways*

stationary. If, however, no amount of encouragement will stimulate musical progress, it would be well for the child to turn to some other form of cultural development such as dramatic art or dancing. Or, if the child's interest is in the field of mechanics, he may like construction or experimentation. In such a case it would be wiser to take the money being ineffectively spent on music to equip a small workshop. And the energy used in trying to get him to practice might be better applied in directing his reading along the line of his greatest interest.

### Additional Incentives

**B**UT EVEN the talented child needs help as he starts on his musical career. Games and plays make the learning of reading in a modern school more fun than work; interesting projects make the study of arithmetic enjoyable. Musical interest can be stimulated also. Let the child hear plenty of good music. Take him to concerts and recitals. Especially, give him the chance to hear child artists if this is possible. Give him more of a background for his music than the half-hour a week spent at the teacher's studio. There are charming biographies of musicians that are written especially for children, and there are excellent music appreciation hours offered over the radio. At home the child is working without the stimulus of group competition and therefore he needs a little extra attention and help. If he entertains the family in the evenings, show that you like what he plays. It is a great help to a child's self-confidence and a substantial boost to his application if he can feel that he really gives pleasure to others. He can

play accompaniments when his friends or his brothers and sisters sing. If his school has an orchestra, encourage him to join. In other words, help him to get enjoyment and satisfaction from his music from the very first lessons.

All of this calls for much time and planning by the parents, but the expenditure is well worth while. It means the fostering of a truly musical education and the chance to develop a lasting interest. So, if the child has talent, if the teacher is good, and above all, if the study conditions are right, there should be no unpleasantness about practicing; instead, the child should get the maximum of satisfaction from his musical instruction.

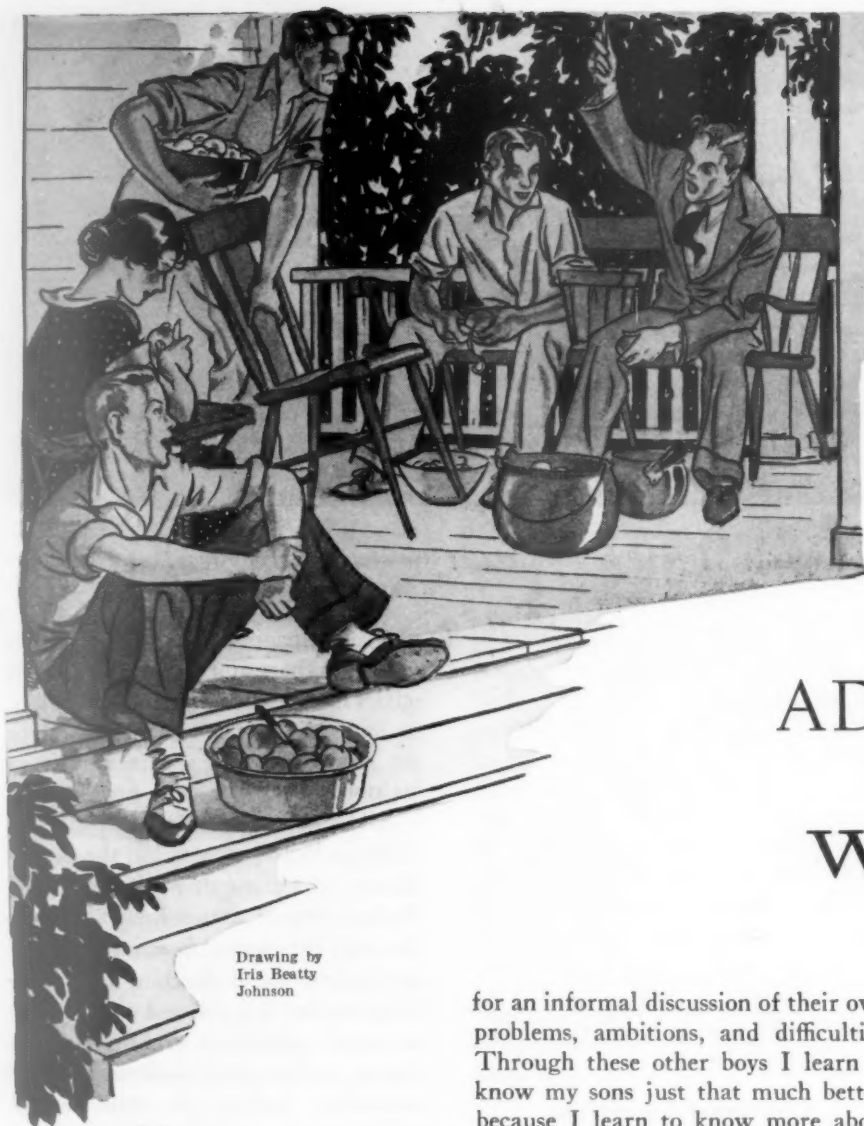
**T**HE FAMILY that builds up a tradition of play is traveling on balloon tires. Play minimizes the problems of discipline with children in the home; lightens the whole family relationship; and even makes fathers and mothers more understanding and appreciative of each other. Judges of domestic relations courts have told us that relations between husbands and wives take a decided upturn for the better when they have an opportunity to play. The Los Angeles Family Relations Clinic, reporting on a five-year experience in solving family troubles, found that the three outstanding causes underlying broken homes were: poor love-making; poor homemaking; and dull, drab, deadly leisure time.

"Every dollar invested by a municipality in planning and in good leadership for recreation is saved many times in reduced police and court costs, correctional and penal institutional costs, and in improved health and better citizenship.

"In short, we must play or pay."

—J. W. FAUST.





Drawing by  
Iris Beatty  
Johnson

**M**Y BRIDGE game is off; friends think my conduct a little queer; a stranger glancing over my date book for the last few weeks might think it belonged to my sons. The summer has sped by crammed full of unforgettable joys, yet it has not passed too swiftly for a delightful savoring of such happy hours as may never come my way again, hours spent enjoying the pleasures of my sons and their friends.

What have I ever done to deserve the good fortune that has come to me—the good companionship of a fine, clear-eyed crowd of youth running in and out of the house all day long; the good fortune of having these almost grown-up sons of mine drop down beside me on my bed to chat briefly about this and that, after a party or frolic? Such glimpses into their hearts and minds as cannot come during the rush of crowded days are mine in these more intimate moments. Then there are the boys who come in, whether my own are at home or not,

for an informal discussion of their own problems, ambitions, and difficulties. Through these other boys I learn to know my sons just that much better, because I learn to know more about what the crowd is doing, thinking, dreaming.

How precious these summer days have been! Days of vacationing at A Century of Progress with my older son and two of his chums; talking over the amazing experiences of that exhibition; seeing modern art and an historic panorama of the olden days through their eyes as well as my own; hearing social problems and ball games discussed with equal frankness and keenness. Have other mothers of teenage sons and daughters been living so abundantly as I during these summer months? Are there others who have known the subtle compliment of having a son's pal say, "We can talk to Jim's mother about anything and she is always interested. She's broad-minded, but she knows what's what." That was a compliment that I would not part with for all the bridge prizes that have been awarded to my friends this whole summer.

Do not come to me with a long face, whining about these terrible young folks. Do not bring your scandals



DOROTHEA HEAD

Tells What It Means  
To Her and Her Sons  
When She Goes

## ADVENTURING with Youth

about youth, with its bad manners, to me. I have listened to so many stories about the drinking habits acquired under what so many like to call the prohibition farce. I have heard the younger generation's side of the story too. When a boy comes to me and asks if I think it fair that he was "bawled out" for staying out late last night, when the reason for doing so was that Dad's and Mother's friends had not gone home and he did not like to break up their party, it is hard for me to blame the follies of youth.

If our youth are immoral, drunken, and reckless; if they are grouching over their birthright of expensive pleasures denied by the depression, we should search our own lives and attitudes for the answer to their conduct. These young folks that I have been seeing at all hours and under many stresses all through the summer are none of these things. They are clear-eyed, sober, and as happy with an old Model T that runs capriciously and rattles mightily as the much criticized young sophisticates with their twelve-cylinder cars. They have been learning values. Listen awhile when they are talking. You will find out how they regard the foibles and failures of our own generation. Some of them will go



the way their predecessors have gone before them, because they are not strong enough to rise to the higher ideals that they are now espousing with their friends, but there are a number who will have the independence to set higher goals than you or I have reached, and not only set them but achieve something far better than we have been able to achieve.

The summer has been a glorious adventure, but do not think that it just began with the June roses and graduation. Seventeen years ago, when the first of our boys arrived, we recognized his rights to grow up as an individual. All these seventeen years we have been sharing his life and interests, knowing and trying to understand his friends, encouraging both of our sons to know and be on easy terms with their father's and mother's friends. Through the years we have enjoyed Saturday hikes together, games on long winter evenings, and an ever-increasing intimacy with the crowds in which the boys have found their good times. There have been weary days, when life seemed almost too strenuous as we have tried to keep up with the energy of growing youth; there have been long, quiet days in camp together. If this summer has brought the culmination of all these experiences it will forever be a precious memory, a weapon against loneliness when there are no unmodulated voices shouting through the house, no heavy shoes resounding on hardwood floors.

LIFE is never the same in the home after the first child goes away to school," say those well-intentioned friends who wish to be sure that you are feeling properly stricken over "losing" your boy. No, I do not expect it to be quite the same. The boys will go out into new experiences, coming back more sophisticated, full of the excitements of a new life, breaking loose from the close moorings of their early associations and friendships. But after a summer of such intimacies and confidences as this one has been, I can have faith in them, believing that they will come back stronger, wiser, more ready for the future responsibilities they must soon shoulder.

There will be lonely days—yes, admittedly so. It will not be Jim's absence only that will make them lonely. His friends are scattered, too. Only a few remain near enough to drop in for an occasional after-school call. My time, so full with their affairs all these summer days, is free now for the routine of clubs and committees, and all the varied adult occupations of a small city; but all the while there will be the recurring memory pictures bringing secret joy. There will be letters to write, not only to Jim, but to some of those pals of his who are also facing the new experiences of college or university.

It will be many days before I forget a warm afternoon spent canning

of her male employees by using the same guile that persuaded him to perform those necessary domestic tasks.

WHY," asks a friend, "do you wear yourself out fussing over a lot of kids who do not appreciate what you do for them?"

"How nice," remarks the same friend, in a surprised tone, "that Jim's friends (still in town, or at home for occasional week-ends) drop in to see you so often."

She forgets that what she termed "unappreciated fussing" may be the clue to their more recent thoughtfulness.

"What a bore to have them around all the time when you are so busy," comments another.

A bore! Never. If they like to get my opinion on their new problems and give me glimpses into their new environments, all other business can wait, because my boys and their friends are after all my vocation. If a few hours given to what seems to adults inconsequential chatter may help to keep them from stumbling into troubles not easily climbed out of, how can I, their mother, spend those hours more profitably?

There is not much that you can do about the lives of these young folks after they leave home, unless you began long ago to look upon all the hours spent with them as a happy privilege. There is so much that you can learn about your own boy or girl by taking time for confidences with their chums. Not by prying into their personal intimacies,

but by being ready to listen when they want to talk. When Phil says, "I'll bring Jim's last letter down and let you read it," I am repaid for keeping Phil's confidence. I do not really want to read Jim's letters to Phil, for I am entirely satisfied with Jim's letters to me, but Phil and I both know that he could not make a similar offer to Richard's mother. Richard's letters to his mother and the ones he writes to his friends are quite different.

When a mother tells me that she reads all of her son's or daughter's letters from their friends, I feel that she is infringing upon the rights of youth to their own intimacies. Their generous offer of the opportunity to

(Continued on page 36)

### YOUTH'S CALL

By DOROTHY WHITEHEAD HOUGH

*Youth has not failed us, cannot fail.  
From day to day we speak with carping  
tongues  
Of all their follies, petty sins and frail  
Weakness magnified, blind to their emergency.*

*Youth has not failed in all the ages past,  
Though ever harshly blamed  
By those who should have led them through  
the vast  
Turmoil of strife and struggle.*

*Youth has not failed us, cannot fail;  
'Tis we who have not guided, sympathizing,  
To seek above material prize the Holy Grail  
Which still compels but still eludes all  
questing.*

peaches, while Jim and his friends discussed the relative merits of a four-hundred-mile trip in the old Ford, or staying in town over the week-end to entertain a group of out-of-town young folks they had never seen. Nor were their hands idle while their arguments flew about. They helped, all of them, and quite cheerfully, with the peaches they knew they would not be at home to eat.

Never shall I forget the youthful conservative on his knees scrubbing the kitchen floor after the canning orgy ended, and announcing to all and sundry that women did not belong in public office! Some day he may discover that a woman in public office knows how to insure the good services



# ON ENTERING SCHOOL



Drawings by Arthur Herrick

**T**HE FOLLOWING list of specific learnings which the home may be expected to provide for the child by the time he enters kindergarten or the first grade will be of help to parents of young children. It is adapted from a tentative outline which was agreed upon by the members of the Committee on the Infant and the Preschool Child of the White House Conference Section on Education and Training, John E. Anderson, chairman, as embodying some of the items which may reasonably be included in the young child's training.

This section agreed that on entering school a child should:

## GENERAL

1. Know his own name and address well enough to repeat it to others when necessary.

## PHYSICAL CARE

2. Attend to toilet needs without supervision.
3. Wash his own hands and face.
4. Eat food unassisted and know how to use a fork and spoon, and how to drink from a glass.
5. Dress and undress himself (with the exception of tying shoelaces); put on and take off outer clothing, such as coat, hat, and rubbers, without assistance.
6. Know how to use a handkerchief and the necessity of turning away or covering the nose and mouth when sneezing or coughing.

## SAFETY

7. Know danger from passing automobiles and realize the importance of not running into or playing in the street.



8. Realize that such things as sharp instruments, matches, and electricity are dangerous.

## MOTOR

9. Run, climb, jump easily and with poise. (Through practice and opportunity he should have acquired control of large muscles.)
10. Manipulate hands easily and show some evidence of ability to make simple constructions.

## INTELLECTUAL

11. Be familiar with the names and uses of the common objects about his home and in his immediate environment. (Parents have discussed with him common experiences and objects.)
12. Talk readily and comprehensively and use sentences. (He should not use "baby talk.")
13. Understand and be able to carry out simple directions.

## EMOTIONAL

14. Have no marked or disturbing fears, temper tantrums, or other evidence of serious lack of emotional control.
15. Stay in some one's home or in his own home contentedly even though unaccompanied by either of his parents.
16. Be straightforward, frank, and interested. (He should neither sulk nor whine.)

## SOCIAL

17. Distinguish between his own possessions and those of others and between those of his family and those of other families.
18. Play with other children successfully.
19. Meet children and adults without self-consciousness or embarrassment.



# The Forgotten Public and the Motion Picture Code

An Explanation of What the Motion Picture Code Means to the Public and to the Exhibitor

By CATHERYNE COOKE GILMAN

THE MOTION PICTURE INDUSTRIAL CODE has served to legalize block and blind booking, two of the most insidious practices which influence the quality of motion picture programs. It has entrenched the producers and distributors by authorizing trade practices which have formerly been held illegal by the United States courts. It has added restrictions to the exhibitor and ignored public opinion. It has nullified the efforts of social, civic, and religious organizations and forced a boycott. It has made necessary an immediate movement to legalize local boards of education or recreation to supply each community with leisure time opportunities, including entertainment motion pictures for children and youth, publicly supported and supervised.

Public opinion has been aroused not by agitation against producers, distributors, and exhibitors of great numbers of inaccurate, inane, undesirable, and obscene motion pictures but as a result of personal observation in theaters and of advertising in the press, in magazines, and on billboards. The public opinion which has thus been formed and is forcing action is based upon conviction. This gives an impetus to the movement and makes it harder for the industry to meet objections with its usual ballyhoo of codes of ethics and promises of self-control.

THE TRADE and exploitation agencies of the motion picture industry as well as their unofficial cooperators have begun their antidotal propaganda by subtly suggesting in otherwise innocuous articles that under the Motion Picture Code the public and the exhibitor may now select such pictures and programs as they desire. These writers rather uniformly maintain that the exhibitor is no longer forced to show pictures on a given day of the

week; that he has a right to cancel 10 per cent on notice; that he is no longer forced to accept more than his normal requirement of short subjects; that overbuying or protection of the producer-controlled theater in getting the choice run of films or discrimination against independent or less favored theaters are prohibited; that distributors cannot force exhibitors to buy pictures by threatening to open competing theaters; and that the industry has again pledged the public that it will maintain right moral standards in producing and advertising motion pictures. The sleight-of-hand performance suggested for the shifting of dates, which gives the propaganda writers for the industry the chance to say that exhibitors are not compelled to show certain features on certain days, is offset by the fact that the exhibitor must "balance his program" and use his advertising trailer for coming attractions. The results of such procedure is evident when the public witnesses "Little Women," "Berkeley Square," or "The House of Rothschild" being shown with other features, short subjects, or trailers of a most undesirable character.

The exhibitor must buy the output of the studios or use the percentage of his playing time which by contract he has sold to the companies from which he gets his pictures. The code does not make it clear that the production companies book for sale all of their products of a season, regardless of quality, before they are ready for inspection and usually before they are made. Producers do not sell individual pictures upon merit to exhibitors after observation or examination, but they buy the playing time of exhibitors according to the time necessary to use all of their production, and the general rule is all or none. If the exhibitor is forced to buy, he is economically compelled to

sell on some date relatively fixed and a slight leeway for changing at his own risk a major feature does not release him from exhibiting all of his purchases at some time or taking the consequences.

THE ANALYSES of film estimates compiled and published by churches, women's clubs, or industry agencies show that the quantity of un-recommended and actually condemned pictures makes it practically impossible to run complete programs which are suitable for families as a continuous practice even once a week. Such a device is neither feasible for families nor practicable for exhibitors. All families cannot conform to any one day nor should they have to do so to enjoy wholesome entertainment motion pictures in their communities.

The industry propagandists are emphasizing the 10 per cent cancellation clause in the code. This is not new and should not mislead anyone for it has been stated in and out of court for years that the exhibitor could if he would cancel as high as 15 per cent of the block for which he had been forced to pay, even without opportunity to examine. "The code ruling of 10 per cent," such writers admit, "is subject to some restrictions." These restrictions are most important because they nullify quite definitely the generous gesture which prompted the 10 or 15 per cent cancellation clauses. It amounts in one instance to having the 10 per cent cancellation chalked up against the exhibitor and added to his next contract and figured on the total number of films produced regardless of the number used; and in the other instance it required proof that the pictures were undesirable to the public because of specific objections. The point is that the producer not only shifts the whole responsibility to the exhibitor but credits all of the financial loss to his account.

THE TRUE propagandist of the industry also uses the clever ruse of accusing the public of demanding the obscene and indecent. Small children are pictured holding up the producers for salaciousness and thoughtless theater-goers are charged with an astuteness and an ability in conveying their desires for depravity which would do any brain trust credit.

It is a significant fact that all data to prove that good pictures do not pay and that bad pictures do has been denied the research workers and the pub-



lic by the industry's official agency. One of the secrets of this excuse can be understood when one knows that the better the major feature of the block, the larger and more undesirable is the group of pictures which accompanies it. The good picture is expected to carry the load of undesirables. The greed and the faulty judgment of the distributor often cause overreaching and the block is made too heavy with undesirable films. The good picture attracts large houses and has a longer run than the poor ones but it "kills the house" and spoils the taste for the tawdry and vicious in films that the exhibitor is compelled to have follow. The only possible excuse for saying "good pictures" do not pay better than the "bad" is based upon the fact that there are so few "good" and so many "bad" that the total result may give such an impression to the uninitiated.

The same condition explains the claim that more people go to lurid pictures than to the so-called good ones—there are so many more of them to which they must go if they go at all. The fallacious slogans of "shop for your pictures," "selection, not censorship," "select the best and ignore the rest," "your ticket is your box office vote," etc., are parts of the prevalent misleading propaganda. To shop for anything implies the examination and the comparison of purchases. To shop for one's motion pictures one must buy blindly and consume the product in order to examine or compare it. Such slogans are glorified insults to intelligence.

**B**LOCK and blind booking, even as legalized by the National Recovery Act, must be eliminated from the trade practices of the motion picture industry before exhibitors can be held responsible for the character of programs in theaters. These and other restrictions in contracts must be regulated by federal law before public opinion can register its approval or disapproval except by boycott and a program which will place recreation on a professional basis. To do this communities must take over the control and support of recreation as they have done for education, health, libraries, museums, and playgrounds. Recreation affects education, conduct, character, and health. It needs the best professional experience of the community to provide and administer it.

The interpreters of the Motion Picture Industrial Code say that the

exhibitors are required to accept only their normal allotment of short subjects and that the saving in money may be applied to the features and thus improve the program. The question asked by exhibitors and the public now is who decides what the "normal number" is. The exhibitor is still at the mercy of the producer-distributor combination. If the exhibitor wants to keep his theater open he takes what he can get and if the public wants motion picture entertainment it must take what it finds in motion picture theaters or stay away from them. Note, however, that the suggestion is not to save money for the exhibitor or the public but if it is saved on "shorts" it should be paid on "features." Programs can be improved only by improved production. The transfer of cost of short subjects to longer pictures will not change the treatment of subject material in pictures in existence.

#### BABY

By HATTIE MCILWEE HANKINS

*Soft, baby hands  
Stretching with eager will  
For a dancing sunbeam  
On the window sill.  
Lovely, tiny lips  
Parted in a smile,  
Making a mother's heart  
Beat quickly all the while.  
Blue eyes turned trustingly  
Upon a father's face,  
Making him pray for strength  
To rightly fill his place.*

Overbuying is an indulgence of the exhibitors whose theaters are controlled by producers or industrial combines. The code clause covering it has resulted in no appreciable difference to independent exhibitors. The "outlawry of this trick" is as effective as the "outlawry of war" at the present period in history.

The code officials need an enforcing squad to check and punish the violations of the prohibitions of the code as it relates to prizes, coupons, lotteries, Mickey Mouse clubs, toy matinees, so-called benefits, and other box office devices which deceive the public. Evidence can be found in exploitation manuals, trade magazines, and handbills given to school children.

The producer and distributor may be a bit more circumspect about

threatening to open a competing theater to stimulate sales or for full line forcing. The fact that these practices were illegal and disregarded before the code was conceived gives no assurance that the code will enforce such provisions.

**P**ARAMOUNT among the points made by the industry propagandists are the promises of the industry to use its "combined strength to maintain right moral standards in the production of motion pictures as a form of entertainment" and to use "the best standards of advertising and publicity procedure."

The code goes on to say, however, that the standards to which the industry is to submit are "the regulations promulgated by and within the industry." With these promises in the Motion Picture Industrial Code and signed, the same producers proceeded immediately to produce and to advertise a group of pictures which has not been surpassed for the erotic in love, the vulgarity in sex, and the viciousness in crime. In a little pamphlet entitled "The Motion Picture Betrays America," Daniel A. Lord, S. J., has made a summary analysis of 133 films offered by the leading production companies in this country during a period from the middle of January to the middle of May, 1934. The analysis was made from the complete story of plot outline given in the *Motion Picture Herald* and in *Harrison's Reports*. These publications are issued to inform the exhibitors of the content in pictures and are quite complete and accurate.

Mr. Lord found "in the 133 features which are now before the public, 107 major and distinct violations of sex morality and decency; 81 major crimes against the law, in addition to wholesale murder in one film; 71 pictures absolutely unsuitable for impressionable or neighborhood groups; and another 38 dangerous, frightening, or questionable for young people and the family."

Those adults who are naïve enough to believe the promises of the motion picture producers in the Motion Picture Industrial Code should be condemned to commit to memory the codes of ethics signed by all of the major production companies in the combine known as the Motion Picture Producers and Distributors of America, Inc., in 1922; reiterated in 1925; resubmitted in 1927 as "11 Don'ts and

23 Be Carefuls"; and announced again with solemnity in 1930.

A DISTINCT warning is needed now to prevent groups who are aroused to action from repeating history. Time after time the public has organized its righteous wrath and presented a formidable front to the motion picture industry. History shows that at such a period the industry has employed a new man from political or religious fields or a prominent woman "as an ambassador on the inner circle." Through such employees they have offered the "combined strength of the industry" and its gold for the cooperation of the groups to direct the producers toward law observance and social decency.

The groups which are ready to act now will be met with an humble request to organize motion picture councils or committees of public relations to preview and publish film estimates so that the rank and file may have guidance as to what is decent and suitable. This sounds so feasible and logical! To accede, however, to the suggestion of any such procedure is not only stupid and futile but a betrayal of public opinion which is aroused but pathetically dependent upon leadership. It is earnestly hoped that no group will assume the responsibility of listing good or bad films for the motion picture industry. It is the industry's choice box office device and an old trick which is psychologically illogical and extremely dangerous.

The National Congress of Parents and Teachers proposes the formation of new production companies, new distribution agencies, and public supervision and control of leisure time opportunities for children and youth. It suggests that recreation is for public welfare, not private profit. It urges the use of this tremendously important mechanism as a visual aid to education because of its effectiveness and its great economy. It asks that all agencies interested in the civilization of this nation and in our international and interracial relations unite and cooperate with the local, state, and national governments in securing the necessary legislation to enable the people to have the full benefit of motion pictures in education and in recreation.

## IT'S UP TO US

### What Children Do

By ALICE SOWERS and ALICE L. WOOD



"Well, Tommy! So you're starting to school next Monday! Oh boy! What that teacher won't do to you!"



Drawings by Arthur Herrick

"So Monday is the first day of school, Fred. Oh, son, aren't you the lucky boy! A fine school building; a nice teacher; and lots of new playmates!"

#### FRED WILL GET ALONG BETTER IN SCHOOL

##### Because

He will start with the idea that it is a joyous adventure and he will be ready to like whatever comes. Tommy will go to school thinking, "I'll show her whether she will or not," and he will be suspicious and antagonistic. Education cannot be given to anyone; each one must get an education for himself and the amount he gets is determined by such factors as health, attitude toward authority, zest for wholesome experiences, and the ability to get along with other people.

*This is the first article in the Parent Education Study Course, THE CHILD IN SCHOOL, under the direction of Dr. Ada Hart Arlitt.*

**A**DULTS take so much for granted; such things, for instance, as politeness, cereal for breakfast, punctuality, street cars, Sunday observance, cleanliness (especially concerning hair and shoes), family loyalty, right-hand drive, respect for old age, and so on. The lay mind usually mistakenly ascribes an instinctive background to these traits.

Compulsory education is also so taken for granted that no one even thinks of questioning it any more than he would question wearing clothes. Our civilization is so dependent upon our school system (public and private) that the idea of parents teaching their own children without the benefit of a board of education is almost as distasteful as the idea of nudist colonies. And yet the responsibility of the parent cannot be denied. It can be avoided and shelved—and frequently *is*. It is often with a sigh of relief that the child is deposited at the school door as soon as the local law allows after his fifth birthday, often with a blessing (but not always), and with the implicit, if not explicit, thought—“Now let them take care of him (or her) for a while.”

Most parents assume that their responsibility ends with the delivery of the child at the school, sans communicable disease, sans dirt, and sans everything but a receptive mind. Even these rules are sometimes disregarded, as witness the parent who wrote to the teacher who complained of his child who badly needed a bath, “I sent Johnny to school for you to learn him, not to smell him.” This was apparently an ignorant or uneducated parent. Let us examine the attitude of the intelligent, educated parents. What would they consider an adequate preparation for their children prior to entering school for the first time?

**T**HE first and foremost consideration would be health. Even today those in the medical profession look so distrustfully at our schools, in spite of the care that is taken with regard to ventilation, sunlight, correct posture, desks, clean drinking water, etc., that they often advise keeping children out of school as long as possible rather than sending them there as soon as possible. Why this medieval attitude toward social contacts should still prevail is one of the profound mysteries of an otherwise enlightened profession.

Obviously health is an important factor in child rearing, but there is always the question of relative values. With antitoxins, serums, and hygienic schools the danger of groups becomes less and less and unless there is a specific health problem, children should be sent to school as soon as the local laws permit. Lucky the community that has a nursery school arrangement for children two years old.

# Getting Ready fo





# for School

By W. E. BLATZ

*The second article in this course, "Eating to Live," by Janet Buckingham, will appear in the October number of the NATIONAL PARENT-TEACHER MAGAZINE.*



Photograph by Ruth Alexander Nichols

The second consideration is cleanliness. Most parents are imbued with our western attitude toward daily (or at least frequent) baths, voluminous laundry bags, hair nicely combed, and shoes well brushed; these niceties are readily inculcated into children's habit patterns if begun early enough, and from the hygienic standpoint are harmless components of our civilization if not stressed too much.

The third precaution is that the child should do well at school. Achievement is at a premium. To accomplish this, a good many parents spend some time in teaching the young child the letters in the alphabet, the numbers, how to tell the time, to know the right foot from the left, etc. Some point with pride to such accomplishments as recognizing the makes of all automobiles, or knowing the batting averages of all the players in the American (or National) League, etc. With this start they hope their offspring will either (a) astonish the teacher, (b) completely outstrip their potential rivals, or (c) at least make a good start in the educational race.

The fourth statute is that their children "should not disgrace the family." This is seldom as explicitly stated as the other three but is always a "worry." For this reason the children are usually accompanied to school on the first day by one or both parents. A hasty look at the other assembled neophytes and the parents wonder whether their child is not too young to be let loose among such a pack of wild hoodlums. Or the father looks them all over and sizes them up as potential victims or bullies. Usually the parents either hover about for a little while to ward off a possible crisis or they try to get away before the crisis happens. The kindergarten teacher occasionally meets a parent who walks up with the child, hands him over to her care, takes a casual farewell, and then departs. She knows at once that this child has been well brought up and that she will have intelligent cooperation from that parent and little difficulty with that child. To sum up, the usual parents' attitude on inducting the child into school is (a) to safeguard his health and also that of his associates, (b) to send him cleanly dressed and tidy, (c) to give him a good start along the curricular highway, and (d) to avoid "scenes."

But what about the child? Have there been any precautions taken to make this step an easy transition from the home life to the school environment? Has he been prepared for the newness of the surroundings? Does the parent know fully the mode of discipline of the school? Has the parent an intelligent knowledge of the educational system so that he can help the child and the teacher? Has the training program in the home up to date fitted the child with a background of habits conducive to a happy adjustment to the schoolroom activities?

THIS brings us, then, to the subject of this article, namely, what *should* be done about getting a child ready for school.

To begin the discussion, why do we send children to school? The answer to this question surely is "Because we as parents haven't the time or the training to teach our children *some* of the skills necessary for adequate adjustment to our civilization." It is well to note the word *some* in the above reply. No one thinks of the school as an institution for taking over all of the obligations and responsibilities of parenthood, and yet so often we find parents criticizing the school for their own shortcomings. If the school were looked upon as one of the subsidiary but very important means of training children, a great many of the misunderstandings that arise between home and school would be avoided.

If the school is only an adjunct to child training what is the responsibility of the parent? In brief, the child must grow up to be an adult; as far as physical growth is concerned, adequate nourishment and hygienic surroundings will bring about this result without any direct stimulation on the part of parents. There are, of course, parents who look regretfully upon this process and would willingly delay it for some time in order to keep their children small, and still children. Fortunately they are not able to stay the progress of physical development. On the other hand, adulthood does not mean growth in stature only but growth in social living as well. It means taking one's place as an individual among one's equals. This growth toward independence of thought and action depends for its success upon practice and training as does any other skill. Just as a child will not be a pianist without training and practice, so will this child fail in his social adjustment if he has not been given an opportunity to make his own decisions and learn by experience how to live with other people.

The child will respond to the social world about him. In his striving for the satisfaction of his own needs he will use whatever devices he has found successful in the social environment in which he lives. As he grows up he will find that there are different kinds of social groupings, different authorities, different acceptable means for gaining ends, and also different ideals and goals. If the transition from one to another is sufficiently abrupt we may

look upon such a change as a "crisis."

There are thus inevitable crises in life. The first occurs at about the age of two years, when the child becomes *self-conscious* or socially conscious; the next is when he finds himself in school, one unit among many, with a different type of authority; next, the physiological crisis of puberty; then the economic crisis of finding a vocation and earning a living; then marriage (or celibacy); then the menopause, old age, etc.

1. How does the Summer Round-Up help in sending children to school in good physical condition?
2. How early in life can the child be taught cleanliness? Discuss methods found most effective.
3. What facts about the school should the parents know before sending a child to kindergarten or to first grade? To junior high school? To senior high school?
4. If the child is to do well in school and be happy, what attitude must he have toward the school?
5. What are the real differences between the child's life at home and his life at school?

#### Project

Through attendance at P. T. A. meetings, visiting your child's classroom, and entertaining his teachers in your home, find out what the particular needs of your child are in relation to his school work and what you can do to help supply them; find out what the needs of the school are and cooperate as much as you can in helping to meet them.

LET us now refer back to the first paragraph. Why do we state that adults take so much for granted? Just this: We, as parents, have proceeded through these crises more or less adequately depending on our own bringing-up. We forget that they were crises and that we had certain difficulties. We accept them as a matter of course and expect our children to accept them with the same matter-of-

courseness. The child cannot anticipate what is going to happen without experience. We cannot explain because of his meager background of living. We can, however, look with sympathetic patience upon his learning process. It would be interesting to know what a child actually thinks when he learns that he is only *one* human being among others; what he experiences when he first enters a formidable schoolroom. We never shall know.

We can only conjecture from our own early experiences which have become overlaid by the matter-of-factness of our adult opinions. But taking a phenomenon for granted does not solve some one else's problem. As can be seen, each of the crises requires a readjustment of the self with reference to others. We cannot discuss all of these new experiences within the scope of this article but they are mentioned to indicate that the process of adjustment is continuous throughout life, that adaptation to school is not the first adjustment but an early one, and that learning begins in those early years and reflects upon the behavior of the individual in his subsequent critical periods.

Let us see if we can state briefly the new outlook in the social setting which confronts the average school child upon his first day of school.

1. Even though he comes from a large family or has had the usual number of playmates in the neighborhood it is seldom that a child at this age finds himself among twenty, thirty, and even fifty children of his own age. Usually up to this time he has been able to adjust to his companions gradually—a short time of play—the home and mother always in the background—his line of retreat always preserved if it should be necessary. The findings of his position in this larger group, so suddenly presented, is often a task that baffles, bewilders, and confuses the average child. If he has been trained to fight his own battles—to be independent of his parents—he preserves a dignified and wary approach and awaits developments; if he has been coddled and kept aloof from associates he rebels, retreats, and tries to escape either physically or socially, either by running away, absolute reticence and seclusiveness, or open rebellion. The well-trained kindergarten teacher knows how to deal with these manifestations if the parent will leave the task to her. The situation is always aggravated by interference on the part of the parent.



2. The authority in the school is based on a new principle, as compared with that of the home. The teacher is delegated by an arbitrary system to control the behavior of her charges. Local privileges are dependent upon observing an arbitrary set of rules and regulations. A knowledge of these rules is necessary if the child is to avoid unpleasantness. Affection and sentiment are ineffective in avoiding consequences. The well-being and comfort of the whole group is more important than the immediate satisfaction of the felt needs of the individual child. The attention and interest of the teacher are divided and subdivided according to the size of the class. Conformity is a necessity. Of course the degree to which this factor is involved depends directly upon the school discipline. In some schools where old-fashioned discipline is employed, the change from the home to the school is momentous. Where the school is reasonable, fair, and consistent the transition is not so startling; in fact in some cases the child may find himself comparing his home routine very unfavorably with his new life. At any rate this adjustment will take time and, depending on his early training, the child will either soon learn how to get the most satisfaction with the least effort or will continue to rebel. If the latter, a careful inquiry and cooperation between the teacher and parent will suggest a plan of action which should lead to a proper orientation of the child.

3. Whereas up to this time the only requirement upon the child's time has been a more or less faithful adherence to a routine of physiological habits—eating, toilet, playing, sleeping—in school the child finds that his time is being regulated according to a more or less rigid time table of activities. Whether interested or not, he finds that the acceptable form of behavior is participation in group activity. No matter how varied the curricular activities, there is implied a time schedule of beginning or ending. This is usually a novel experience. If the child has heretofore been trained to be busy and interested in *doing* things, he finds it rather easy to fit into a time table. There are compensations for being frustrated from individual inclinations, in the spirit of cooperation and mutual accomplishment. If,

however, he is a child who has been "entertained" in his infancy he finds the necessary compulsion irksome.

These are the major new conditions which the child meets on entering school: a more or less sudden intro-

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**O**UR JOB is to make live contact with the child's inner self and then bring out the best that is in him. Once he has been thrilled by his own capability to do something the urge to know more will follow. Never let it be said that when called upon to solve the educational problem of any boy or girl we threw up our hands and cried, 'It can't be done. This child doesn't want to learn. He can't learn. He doesn't belong in school!' There is no such child. Every child belongs in school and there is something we can do for every one of them if we but have the determination."  
—HAROLD G. CAMPBELL, *Superintendent of Schools, New York City*.

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duction into a relatively large social group of contemporaries in which his standing is unknown and where the task of belonging, often initially repugnant, must be accomplished by individual effort and self-direction; a demand for adherence to a new disciplinary plan often misunderstood, seldom analyzed, and frequently inconsistent; a presentation of varied and interesting experiences, some familiar, others foreign, but in a regimented order determined by the clock and not by individual inclination.

**T**HERE is, then, no formula by which parents can prepare their children for school. There is no set lecture which can be delivered upon the eve of admission to kindergarten for accomplishing this purpose.



The preparation begins from the birth of the child. During infancy the above analysis should be kept in mind. In the training of the child one can avoid (a) too much dependence upon the family for social contacts and the consequent false evaluation of the self, (b) dependence upon sentimental and inconsistent discipline, and (c) dependence upon adults for busy-ness and relief from boredom. Positive emphasis must be placed upon (a) outside contacts free from parental interference, (b) a consistent and strict discipline, especially with reference to routine, and (c) adequate opportunities for manipulative and creative endeavor. There will then be no especial problem in the child's adjustment and there need be no concern on the part of the parent when taking him to school. That there will be difficulties of adjustment is obvious—the school is different from the home—but overcoming difficulties is the best training toward achieving adult status.

#### *Suggested Reading*

Arlitt, Ada Hart. *The Child from One to Twelve*. New York: McGraw-Hill. \$2.

Faegre, Marion L., and Anderson, John E. *Child Care and Training*. Minneapolis: University of Minnesota Press. \$1.25.

*Parent Education Third Yearbook*. Washington: National Congress of Parents and Teachers. \$1. "Why Parents Should Visit Schools and What They Should Observe," by F. E. Henzlik. "School Problems and the Adolescent," by Garry Cleveland Myers.

CHILD WELFARE MAGAZINE. "Mental Hygiene and Education," by Kenneth E. Appel. January, 1934.

"Home and School Check List." January, 1934.

"The Home-Work Bugbear," by Janet G. Sligh, December, 1933.

"The School Must Know the Home," by Knute O. Broady. November, 1933.

"Why Failure in College?," by Jane Louise Mesick. September, 1932.

"Cooperating with Teachers," by Frencie R. Irwin. February, 1932.

(An article on "Organizing the Study Group" appears on page 36)



## Baby Tom Has a Curious Cold

By S. J. CRUMBINE, M.D.

**T**O MEET new and interesting people is always a pleasant experience. Some time ago I had a letter from a medical friend, telling me of a family who were moving from his neighborhood to this city. He had known the Robinsons, he said, for many years as both physician and friend, and since Mrs. Robinson had asked him to recommend a physician in their new home, he had told her about me. In his letter he gave me a few particulars about the Robinsons which made me quite eager to make their acquaintance.

Before I had a chance to get in touch with them in a social way, however, Mrs. Robinson forestalled me. She turned up at my office one day this week with her youngest child, a sturdy boy of eighteen months.

"Doctor," she said, "I wish you'd have a look at Tommie. He's got the oddest cold!"

"What do you mean by 'odd'?" I asked.

"Well, it seems to be only in one nostril. He's had it for several days now. I've kept him away from the other children, and I've been waiting for it to clear up or to develop like an ordinary cold, but it won't seem to do either."

Sure enough, one of young Tom's nostrils was decidedly stuffed up and obviously rather sore, while the other was perfectly normal. The child hadn't a sign of fever, and for a moment I was frankly puzzled. Suddenly I remembered other toddlers who had been brought to me with similar symptoms.

"Do you know," I said, "I don't believe it's a cold at all."

I asked Mrs. Robinson to hold him quite still while I directed a beam of light into the affected nostril. It was as I had thought, and in a few moments I had dislodged—what do you suppose?—a good-sized green glass bead!

Mrs. Robinson could hardly believe her eyes.

"How on earth—" she began. "Why, he must have done that on the train."

And then she explained how, while they were on their way to the city, Tommie had made friends with a fellow passenger, a woman who was wearing a string of green beads, and how in the course of a romp, Tommie had clutched the beads and broken the string.

"She was very nice about it," explained Mrs. Robinson, "and Mollie and I thought we'd picked up every one of the beads, but Tommie must have found this one himself. What a mercy I decided to let you see him, Doctor."

"It's well you did," I agreed. "Young children seem to have a passion for pushing objects into their noses or ears or mouths. Many a button and bead and even wad of chewing gum have I discovered and removed from such hiding places. And I'm glad you didn't try to investigate for yourself, Mrs. Robinson," I added, "for serious injury can be done by poking and prying into a child's delicate ears or nose."

"Then I'm glad I didn't," said Mrs. Robinson. "And now that we've met, Doctor," she continued, "I hope you'll find time to come to see us when we're fully settled."

"I shall be delighted," I assured her, and went on to ask how she and her family thought they would like the change from a small town to the city.

"Well, of course there are some things we don't like so well," she replied. "We all miss the garden, though we do have a bit of a yard, and we aren't yet used to being so close to neighbors, even though we have a house and not an apartment. But it's nice to be nearer shops and theaters and things now that Jack and Mollie



are growing up; and here they'll have the advantage of a first class high school."

"What about the other little girl?" I asked. "There is another, isn't there?"

"Oh, you mean Nancy. She's six now. Starting to school this month and looking forward to it. I'm going to miss her terribly because she was such a help with young Tommie, here."

"Have you considered sending him to a nursery school?" I suggested. "There's a very good one right in your neighborhood, run by a couple of trained nursery school teachers. Tommie would have the time of his life there, and you'd be relieved of his care for several hours a day."

"That's certainly an idea, Doctor," said Mrs. Robinson. "I'm beginning to feel really glad that we moved to the city."

I hope the Robinsons will continue to like their new home. There are certain disadvantages in bringing up a family in the city, but there are advantages too, and I am sure that the Robinsons will make the most of them.

**Next Month: Nancy Escapes A Traffic Accident**



## For Homemakers

# Convenience and Contentment in the Home

By ALICE R. GRIFFITH

MOTHER frequently spends two-thirds of her time working at home, and the family spends at least as much time at home as it does at the office, school, or in the shop. The working day for Mother often begins at five or six o'clock in the morning, when she goes downstairs to prepare breakfast and arrange for the other members of the family to get off to their work or school. About two hours later the children arise and the day really begins.

"Mother, oh, Mother!" calls George from the third floor. "Where's my old blue shirt?" Mother comes patiently from the dining room, where she is getting breakfast on the table, to the foot of the stairs to call back, "I think you'll find it in the little closet in the upper hall." In five minutes Tom calls, "Mother, where are my khaki pants?"

This is only the morning. Before the day is over Mother has answered many and varied questions. "Did you take my golf sticks out of the dining room?" "Have you seen a letter from the Fidelity Building addressed to me?" "Did Joan telephone, and what did she say?" "Could you find some wrapping paper and a string for me?" "Where are my rubbers?"

The average American family, especially if it is a large one living in rather close quarters, needs a mother who has patience, ingenuity, and a mentality capable of infinite detail. If she has not these qualities, she may be a nervous wreck.

Yes, the family could probably be taught to be more self-reliant. But the family is not entirely at fault. Many houses are so poorly designed that orderly arrangement is difficult to attain. Substantial houses, built twenty

to forty years ago, may have high ceilings, spacious rooms, thick walls, large closets, and may be in many ways convenient for modern-day living. But many such houses, especially in cities, have dark, musty kitchens in the basements, where it is certainly no pleasure for the woman who does her own work to perform her daily tasks. Some have dark, winding stairways—constant reminders of the 30,000 victims of household accidents in a year.

As for modern houses—many of them are less desirable than the old structures. Economy of space in modern house planning seems to have run to cutting out closets, or reducing their size. It may be desirable to have a recreation room, a playroom for children, and a garage in the basement, where space permits, but not to the exclusion of storage space for trunks, scooters, bicycles, glass jars, preserves, canned goods, clothes racks, and a possible barrel or box of apples.

The living room in the much-advertised, recently-constructed house may or may not have a fireplace too shallow for actual use, a radiator placed in the only available space for a davenport, and possibly two tiny built-in bookcases.

The hallway may have a shallow closet where coats and hats, golf sticks, rubbers, umbrellas, school books, magazines, card table, roller skates, tennis rackets, and baseball bats are crowded together.

A dining room may have a closet but no free wall space for a chest of drawers wherein to store linens, silver, or extra dishes; no space for concealing breakfast foods, or other packaged food, electric toaster, grill, or coffee pot.

A kitchen usually has a modern

sink, stove, and refrigerator, but its cupboards are so high that the woman of average height (five feet three to five feet five inches), or one who is a trifle shorter, can reach only the two lower shelves. And who wants to be constantly using a stepladder, even if there were space to store it in the kitchen? "Alas, alack," the woman of average height may say, when she is seeking a suitable, convenient apartment or house, "all architects must be tall men."

### What Should We Do About It?

MANY of the defects that add to the nerve strain of the mother and break down harmonious family relationships, could be rectified with a little thought and a little more cash. When a family is considering the prospect of "renovizing" the home, a few main thoughts should be kept in mind:

Housing affects health, morals, and progress, both directly and indirectly. The more persons per room, and the more families per dwelling, the higher the infant mortality. More persons than rooms in a house creates a condition of crowding. In the United States more than 1.5 persons per room is considered by housing experts as overcrowding. The ideal condition for any family would be to live in a single detached house surrounded by a plot of ground, with adequate lawns and opportunity for a small flower and vegetable garden and play space.

The room arrangement in the house plan should be such as to make it possible to avoid lost motion, to save unnecessary steps, and to facilitate housework. Relatively easy access from room to room is necessary, but it should also be possible to close

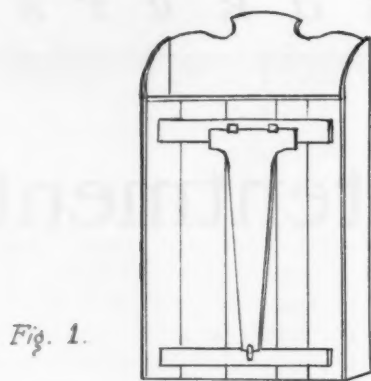


Fig. 1.

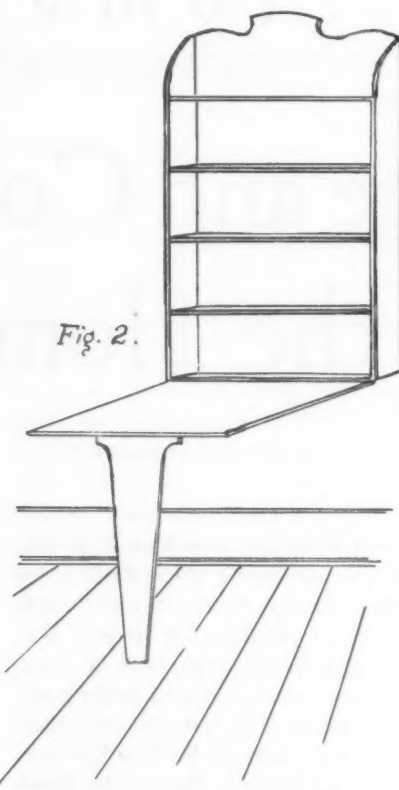


Fig. 2.

Cabinet with hinged shelf for breakfast table

Plans by Olin N. Griffith

each room off from the others when desired.

Rooms that are best designed allow ample space for the principal and appropriate pieces of furniture to be so placed that they will not be in the way of doors, windows, closets, radiators, or a fireplace. Comfortable rooms are generous in dimensions, sufficiently large to accommodate the furniture, allow good ventilation, and give one a sense of space. The downstairs common rooms might be advantageously designed to open into one another, but it should also be possible to close off each room for privacy.

### Ventilation and Light

EVERY room requires adequate ventilation. Fresh air, well conditioned, is essential for the best level of health and efficiency, and every dwelling should be so constructed and used as to maintain the amount required. As a rule, dwelling houses do not need artificial systems of ventilation, for it has been found that window ventilation carried out intelligently meets fairly the demands for hygiene. The windows of a house should be as large and as numerous as structural and heating considerations will permit. They should be so con-

structed that they will be weather-tight and easily opened in order to afford necessary ventilation and to facilitate cleaning.

Good lighting, both natural and artificial, is necessary. Proper illumination of a house makes for better health, aids cleanliness, prevents accidents, and promotes cheer. It is part of a wise program for the conservation of vision. The installation of convenient outlets, in order that electric lamps may be properly distributed and adjusted to the convenience of the users, should be carefully thought out in any modernization scheme.

### Kitchen Requirements

A CHEERFUL, light kitchen is most desirable. It ought to be easily entered from the dining room, and so located that odors and noise will not penetrate to the rest of the house. It should preferably be compact and rectangular in shape. A rectangular kitchen can be most easily arranged for convenience and the saving of steps.

Ample storage space should be provided for such necessities as cleaning equipment; ironing

board and flat iron; food—cooked, raw, and canned; strings and papers; towels and linens; soaps and polishes; dishes and cooking utensils. At least two flat towel racks in a kitchen are appreciated by the woman who does her own work.

If there are children in the family, they should be considered in the arrangement or the modernization of the kitchen. Tall cupboards over sinks may look well and take up a minimum of space, but neither the children who help with the housework nor the woman of moderate size can reach them easily. The space above the six-foot limit can be used for duplicate wedding presents, Christmas tree ornaments, or fishing tackle, if a step-ladder is available, or if one of the boys of the household has grown tall enough to reach the shelves.

The kitchen should have an outside door. A porch off the kitchen, however small it may be, is very useful. If it is screened, and has a small table, or a drop shelf, or a little cabinet with a drop front that may be used as a table, it makes a pleasant place to feed the children in summer, and to do many small household tasks in the open. (See Fig. 1 and Fig. 2.)

### The Comfort and Safety of Children

A NURSERY or playroom, if it can be provided, will greatly lighten the cares of the mother and be conducive to harmony and quiet in the home. It should be light and cheerful, situ-

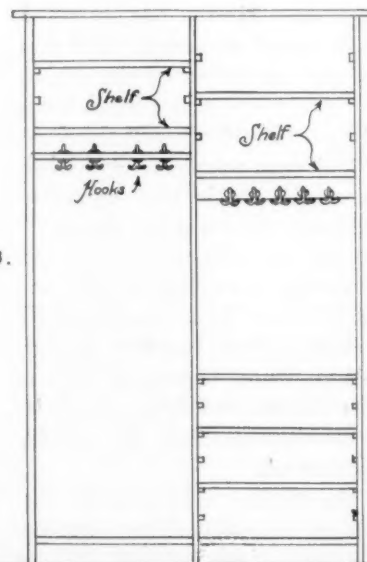


Fig. 3.

CLOSET  
(Elevation)



### Inexpensive Changes and Redecoration

**M**ANY of the old houses that have basement kitchens could be remodeled at comparatively small expense. No woman who does her own work should be required to cook in a basement kitchen and either use a dumb waiter or carry the food and dishes from one floor to another. The floor plans in some of these old houses would allow for the conversion of a pantry off the dining room into a compact but convenient kitchenette. (See Fig. 4.) In these tall old houses with wearisome flights of stairs an inexpensive buzzer system might be installed. Mother could call the boys in the morning, or they could signal her, and thus avoid much strain on the nerves.

In our modern houses, many minor changes may greatly increase comfort, convenience, and beauty and thus promote the health and harmony of the family. There are so many things that can be done to renovate and revivify the house that they should by all means be undertaken, if only for the sake of the pleasure they will give to everyone in the household.

New paint on the woodwork, new paper on the walls, and new curtains at the windows will change a room almost unbelievably. One new piece of furniture, with the other pieces carefully rearranged, will make a woman feel as if she were living in a

new place. A new rug or new cushions and draperies lend inviting cheer to a room.

New cabinets, built-in or purchased ready-made and installed, for the dining room, kitchen, bedroom, or bath may provide just that added convenience that will lighten the work and save Mother from many petty annoyances and needless steps. Ample closet space is a comfort and joy to each member of the family; and other storage space, reasonably accessible, free from dampness, and properly lighted, should be provided for household possessions.

When a house is well planned, conveniently arranged, and well equipped with modern conveniences, the mother may be able to do much work that would otherwise have to be done outside the home or would at least require the assistance of a maid or cleaning woman.

Modern office efficiency requires up-to-date equipment, buzzer systems, telephones, adjustable chairs, electric fans or cooling systems; and the latest heating equipment is considered most economical. Yet only a third of one's time is ordinarily spent in the office.

Why not give the same consideration to the home that is given to the office? The addition of well-planned conveniences in the home will pay ample dividends in contentment and in harmonious family relationships.

(This department is continued on page 37)

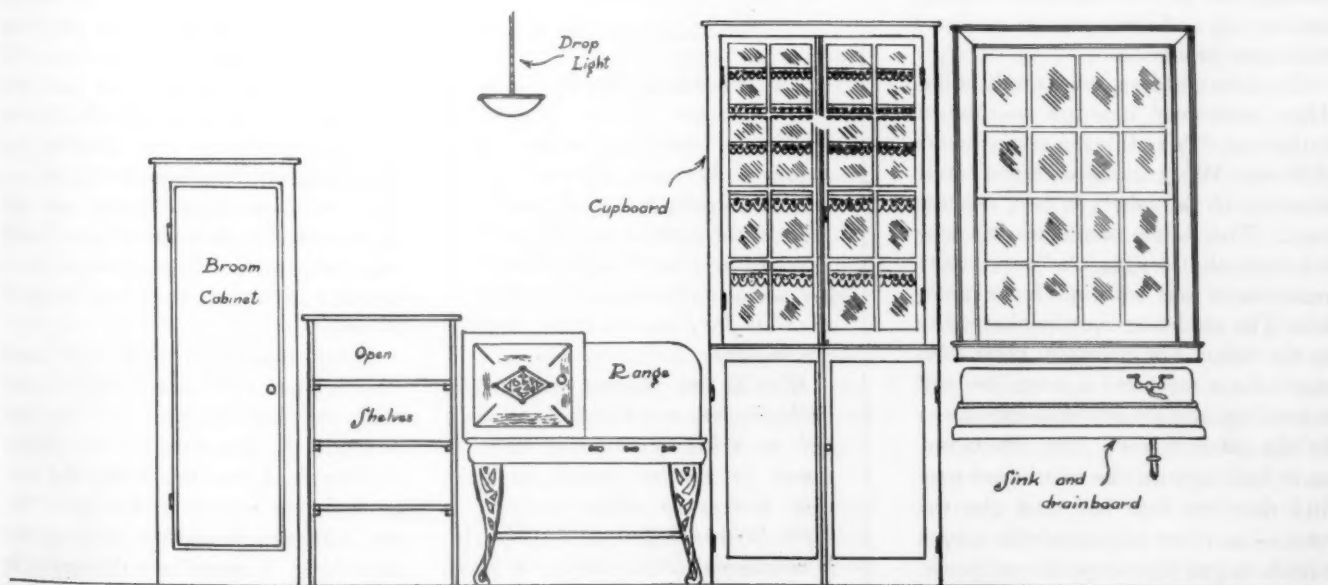


Fig. 4. - Kitchen remodeled from a pantry

WHAT do parents talk about when they get together?

In "our neighborhood" Mr. Hill is playing golf with Mr. Good and says, "I don't know what's come over my boy; he has lost all interest in school." And Mr. Good asks, "How were his grades before he lost interest? When our boy was about the age of yours, we said so much to him when he failed to make the honor roll that he finally lost interest altogether."

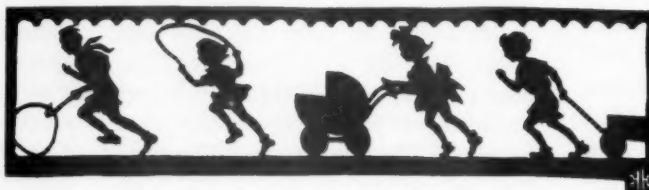
Or Mrs. Conroy asks, while visiting with friends at the church supper, "What can I do with my little Sue? She just will not get dressed in time for school unless I keep after her. I don't like to nag all the time." Two of the mothers present have daughters and have had similar problems with them. One says, "Mary started dawdling. Then her Daddy set the alarm clock for her. She could dress quickly enough when it was a race between her and the clock." And another mother adds, "We found that Jean could dress in record time when she was getting ready to do something she liked so we arranged for something pleasant to happen if she was dressed in time for it."

What do parents talk about when they get together? Yes, you have guessed it. Parents talk about their children, and the subject is never exhausted. Because children are constantly developing, daily changes are taking place in their habits of thinking and acting, and their parents are faced with new problems.

No two children are exactly alike. Have you ever heard a mother or father say, "My children certainly are different. What works with one rarely works with the other; in fact, it never does." This is one of the reasons why it is not safe to suggest a "cure" or to recommend one solution for a problem. The guidance must be planned to fit the cause. For example: three boys may take a toy from a store; we call it stealing, and the problem appears to be the same in each case. However, upon looking into the matter we may find that the first boy took the toy because an older playmate who stayed outside urged him to go in and get it. Perhaps the second boy went into the store with two or three friends, and they said, "Let's all take one." And

# In Our Neighborhood

By ALICE SOWERS



it may be that the third little boy took the toy because he wanted it; he had been wanting it for a long time and he did not know how else to get it. The punishment in each case—let us call it guidance—must be different if the incident is to be made a part of each boy's education and not merely retaliation.

Each month you will find on this page an account of one problem which exists "in our neighborhood." Won't you talk it over with us? Perhaps, if it reminds you of a similar incident in your family or in your neighborhood, you will be willing to write us about it and to tell what you find to be the cause. Each month some of your letters will be printed so that everyone may benefit by your experience. Just as we never use the names of our children in our study groups, no real names will be printed on this page.

Since this is the first problem of the

series, there has not been time to receive and print your letters in this issue. Therefore, we handed the problems for September and October to several of our local friends and groups. Two of their letters are printed below; other letters will appear in the October issue. Problem Number 2 will be found at the bottom of this page. Your letters giving possible causes for a similar problem which you have observed will be printed in the November issue.

## Problem No. 1

MR AND MRS. PERKINS have two children: Robert, aged eight; and Blanche, aged ten. Early in the year, Robert had an illness which lasted four or five weeks. Blanche has been in perfect health. However, during the last three months, much of her conversation has been concerning illness. Part of the time she fears that she will become ill; part of the time she imagines that she is ill. Her parents wonder how this began and what could have caused it.

## Letters

WHEN our daughter was about thirteen, she presented a similar problem to us. She became very languid, and although the doctor could discover no causes for it, she insisted that she was unable to help about the house or take any active exercise. We finally discovered that she had been reading a book in which the heroine was a languid lady. Our daughter had been dramatizing herself. An attractive, vivacious Scout leader was able to interest her in a Scout play which was being given. Since then we have heard nothing more of her imagined illness."

"Our neighbor's little girl, aged nine, comes over every day to play with my children. One day she cried and said she was sure she was getting diphtheria. I sent her home and telephoned her mother who said, 'Oh, she is always imagining she is getting something.' I mentioned the matter to my study group and they suggested that I talk with the little girl's par-

(Continued on page 30)

## Problem No. 2

*Why do children tease one another? Mr. and Mrs. Wade are considerably troubled because Billy, aged eight, teases his five-year-old brother Jim. Both boys get along well with other children but they quarrel when they are together.*

*Won't you discuss this at home, in your neighborhood, and tell us what causes you have found in similar cases? Send your letters to Alice Sowers, 1201 Sixteenth Street, N. W., Washington, D. C., before September 15. They will be printed in the November issue.*



# EDITORIALS

## "CHILD WELFARE" GROWS

THE OFFICIAL MAGAZINE of the National Congress of Parents and Teachers has reached a new stage of growth. It has changed its name from *Child Welfare* to THE NATIONAL PARENT-TEACHER. Its dress is more ample and cut on more modish lines. It has taken on more embellishments. It is becoming more conscious of its possibilities and its responsibilities. But it remains the same as ever in spirit and purposes and it retains many of the features and characteristics of the magazine which began its service for children in 1906.

The first name of the magazine was the *National Congress of Mothers Magazine*, but this was soon changed to *Child Welfare*. The new name, THE NATIONAL PARENT-TEACHER, used for the first time in this issue, more closely identifies the publication as the only official magazine of the National Congress of Parents and Teachers, and shows it to be the national counterpart of the state *Parent-Teacher* officially published by the state Congress.

Readers of the Congress magazine in its new form will find no startling changes in the content of the twenty-ninth volume. The increase in page size will make possible more articles and larger illustrations. A new department for homemakers appears in this issue, and a series of pictures and captions on right and wrong ways of treating children, under the title "It's Up to Us."

The "Question Box" continues, but its new name is "In Our Neighborhood," and Miss Alice Sowers, associate chairman of the Parent Education committee, is its editor. Quite a new plan of presenting questions and answers has been adopted.

"Facts About Motion Pictures" will continue in the form of frequent articles full of up-to-date information for those interested in rapidly changing situations in this industry and the constructive values of the Congress Motion Picture Plan.

Other features of Volume Twenty-Eight will continue, with the exception of "The Children's Hour" and

"Consultation Service." Children's stories are easily available in books and in current publications; and matters of parent-teacher technic are explained in the *Congress Manual*, with which every leader is expected to be familiar.

We hope that our publication in its new form will make an immediate appeal to all who are studying and practicing the artistry of living with children. The editorial board and its staff will, with the help of its readers and contributors, try to make this magazine, sponsored by the National Congress of Parents and Teachers, of constantly increasing help to parents, teachers, and others who are rearing and educating children.

At the editorial office, 8 Grove Street, Winchester, Massachusetts, we shall welcome questions and comments about the usefulness of the NATIONAL PARENT-TEACHER.

## "FOR HOMEMAKERS"

THIS magazine has always addressed itself largely to mothers, who are the homemakers of the country, and has frequently published articles concerned with the physical means of carrying on the home. In the future this material will for the reader's convenience be separated from that dealing particularly with child guidance and will be placed in a separate department called "For Homemakers."

Most women—and some men—have the homemaking instinct. They are constantly seeking to create beauty and color within and without the house; to add conveniences; to prepare and serve nourishing, well-balanced meals in an attractive manner; to apportion incomes wisely; to clothe themselves and their children suitably; and to achieve in their homes that indefinable charm which is so subtle and so elusive.

It is in recognition of this wide and increasing interest in all that pertains to healthful and refined living for the family that this department is established.

If our readers have made helpful discoveries in the field of homemaking and wish to give other readers the benefit of them, they are invited to send brief descriptions to our office.—MARTHA SPRAGUE MASON.

## REHABILITATION

IN THE period through which we have been passing, the schools were confronted by the problem of adjustment to new economic conditions, and in the resulting confusion educational values were to a great extent lost to sight. Now "the tumult and the shouting" are subsiding and the vast machine of public instruction must settle down for another school year to operate on its revised budget, no longer meeting an emergency but facing an altered future.

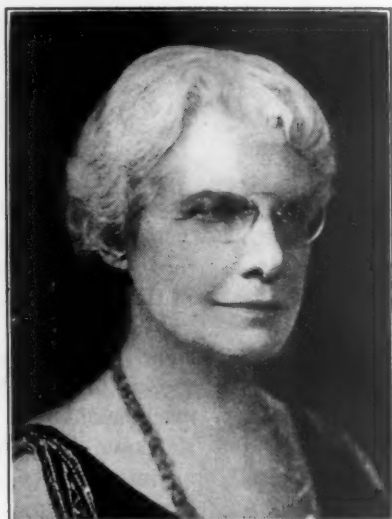
While money balances must be achieved, it is equally important that instruction also be brought up to date. The true educator, who believes education to be a fitting of the individual both for making a living and living a life, is called upon to decide between the true and the false in values, in order to offer to the public which pays a product which is salable because it is useful in circumstances as they are today. The first rush to lop and prune is mercifully past, and many administrators, school boards, and patrons are ruefully contemplating the wreckage, much as did the general who, on surveying the battlefield and his shattered army after a "successful" drive, exclaimed, "One more such victory would be worse than a defeat!"

The reopening of closed kindergartens; the restoration of manual training on a basis of utility rather than futility; the reinstatement of domestic science, not as a training for instalment-buying of modern conveniences but as wise instruction in making the best of what lies within budget limits of varying wages and salaries; guidance which will direct the interest of youth to vocations for which they are fitted and where overcrowding will not add them on graduation day to the list of the unemployed; more and better trained teachers for smaller classes in adequate but less pretentious school buildings; civic responsibility and the wise use of increasing leisure—these are some of the crying needs of the present. To meet them the public should lend its intelligent support to the educators who must face this task.—MARGARETTA WILLIS REEVE.



# New Officers and Members of the Executive Committee

**Mrs. B. F.  
Langworthy,  
Winnetka,  
Illinois,  
President**



**Mrs. J. K.  
Pettengill,  
Lansing,  
Michigan,  
First  
Vice-President,  
Aide to the  
President**



**Mrs. Hamilton Shaffer,  
Dayton, Ohio,  
Second Vice-President,  
Aide to the President**



**Mrs. Noyes Darling Smith,  
Austin, Texas,  
Third Vice-President,  
Director,  
Department of Extension**



**Mrs. A. B. Shuttleworth,  
Denver, Colorado,  
Fourth Vice-President,  
Director,  
Department of Public Welfare**

**Mr. A. F. Harman,  
Montgomery,  
Alabama,  
Fifth  
Vice-President,  
Director,  
Department of  
Education**



**Mrs. C. H. Thorpe,  
Little Rock,  
Arkansas,  
Sixth  
Vice-President,  
Director,  
Department of  
Home Service**



# The National Congress of Parents and Teachers

Mrs. M. P. Summers,  
Sioux City, Iowa,  
Seventh  
Vice-President,  
Director,  
Department of  
Health



Mrs. Simon S. Lapham,  
Providence,  
Rhode Island,  
Treasurer



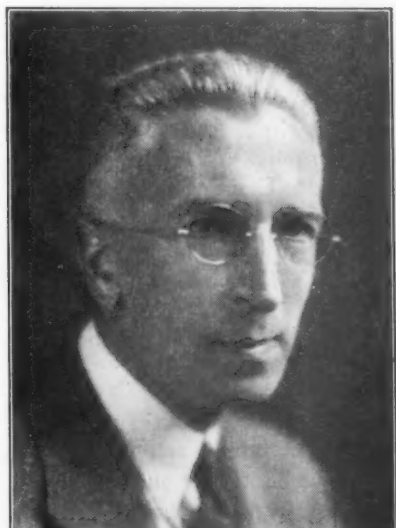
Mrs. Raymond Binford,  
Guilford College, South Carolina,  
Secretary



Mrs. Hugh Bradford,  
Sacramento, California,  
Chairman, Budget Committee



Dr. Wm. McKinley Robinson,  
Kalamazoo, Michigan,  
Member-at-Large,  
Executive Committee



Mr. J. W. Faust,  
New York City,  
Member-at-Large,  
Executive  
Committee



Mrs. A. H. Reeve,  
Philadelphia,  
Pennsylvania,  
Member-at-Large,  
Executive  
Committee

## How to Conduct the P. T. A. Meeting

**T**HE FOLLOWING schedule for a parent-teacher association meeting is developed from the one recommended by the National Congress of Parents and Teachers. The local units which model their programs on it will find that they have a participating membership, interesting and valuable meetings.

The first consideration, perhaps, is to see that the meeting opens and closes on time. Talks and discussions should be allowed no more than the time allotted to them. The entire meeting should take approximately an hour and a half.

Selections must, of course, be made from all parts of the schedule which follows. Local units may choose from them such features as apply to the needs of the group; other features may be used at future meetings.

### I. Opening—10 Minutes

Reading of the message of the National President as it appears in the current issue of the NATIONAL PARENT-TEACHER, or of the message of the state president as it appears in the state bulletin.

Short talk on some subject of timely interest concerning children.

Group singing.

Demonstration of a school activity.

### II. Business—20 Minutes

Call to order.

Reading of minutes.

Treasurer's statement.

Standing committee reports.

Special committee reports.

Unfinished business.

New business.

Announcements.

As much business as possible should be transacted by the Executive committee in order to save time at meetings. (Consult local by-laws.)

### III. Program—30 Minutes

A program for parent-teacher associations appears in this issue of the NATIONAL PARENT-TEACHER and a different one will appear in each of the seven numbers following. Some local Congress units may wish to present the entire program; others will

(Continued on the following page)

# The HOME START

## A Parent-Teacher Program

Outlined with the Cooperation of Marion L. Faegre

**T**HE HOME exists primarily for the purpose of rearing children and preparing them to meet the problems of adult life. While it is also a place in which adults live and find happiness, for our purpose it is to be viewed as the background or framework in which the child develops."—JOHN E. ANDERSON in *Happy Childhood*.

**T**HE FAMILY, as the setting in which the child has his introduction into life, the miniature world in which he takes his first steps in meeting problems and building habits, is the greatest power in his life for or against mental health. Not only do its influences come first, but they surround the child when he is most impressionable and easily molded."—MARION L. FAEGRE in *Mental Health Begins at Home*.

### PROGRAM

(30 minutes)

(In charge of chairman of Homemaking, Parent Education, or Program committee.)

1. Talk and Discussion: (Points to develop: The factors which constitute the "Climate" of the Home.—such as relations of parents, ideals and values cultivated, parents' disciplinary plan, ways in which leisure is spent.)

"No other institution would dare attempt to maintain such close contacts between persons as necessarily follow within the family. Secondary contacts escape much of the stress that comes when people are constantly in face-to-face association. The home is prolific in primary contacts. Indeed, in its quality of primary relationships, the family stands by itself. Nowhere else has human contact such an intensity of primariness. It follows that only in the family can we discover in its fullness the difficulty of human adjustments and the ease with which one individual gets on the nerves of another.

"The family becomes the dumping ground for all sorts of grievances, and in the unloading process it is frequently true that one individual jars on another so that a discord is created whose cause lies outside of the family circle. This means that the family is often charged with originating difficulties for which it is not actually responsible."—ERNEST R. GROVES and W. F. OGBURN in *American Marriage and Family Relationships*.

### References

Faegre, M. L., and Anderson, J. E. *Child Care and Training*. Minneapolis: University of Minnesota Press. \$1.25. Chapter XVI.

*Parent Education Third Yearbook*. Washington: National Congress of Parents and Teachers. \$1. "Early Training in Home Membership," by Mandel Sherman.

"The Joyous Use of Home Leisure," by I. E. Deering.

CHILD WELFARE MAGAZINE. "Literary Climate in the Home," by Annie Russell Marble. May, 1934.

"Contented Parents," by Alice D. Kelly. February, 1932.

### Questions for Discussion

1. Can we revive reading as a family activity by using books, articles, and stories that would be enjoyable to any and all ages?
2. What are some of the reasons why methods of training formerly used in the family are not applicable in modern life?



## THE HOME START

### 2. Talk and Discussion: How Physical Sur- roundings Affect the Child's Start in Life.

(Points to develop: Physical health; early need of understanding in creating sympathetic environment in which the child has freedom to sleep, play, etc.; adaptations in living conditions; the neighborhood, space, air, etc., presence or absence of other children; community spirit or its lack; playgrounds and other leisure time facilities.)

"Play builds the child. It is a part of nature's law of growth. It is in truth for the sake of play, and of growth conducted by it, that there is such a thing as a child at all. As Herr Groos has well said, 'Children do not play because they are young; they are young in order that they may play.' . . . Play is nature's prescribed course."—JOSEPH LEE in *Play in Education*.

### References

- CHILD WELFARE MAGAZINE. "Build Your House Around Your Family," by Blanche Halbert. April, 1934.  
"How Health Affects Personality," by Samuel W. Hartwell, M.D. February, 1934.  
"Things for Idle Hands to Do," by Alida C. Bowler. January, 1934.  
"Back Yards and Citizenship," by Natt Noyes Dodge. April, 1933.

### Questions for Discussion

1. Why is it so desirable for children to have playmates?
2. What are some of the adaptations in family routine of individual members that have contributed to the happiness of both parents and children?

### 3. Talk and Discussion: Attitudes and Habits in the Home.

(Points to develop: What mental health is; its dependence on habits and attitudes developed early; work and play as personality builders; importance of early sex training.)

Mental health, as defined by Dr. Lawson G. Lowrey, is "that state of well-being in which the individual realizes the greatest success his capabilities will permit, with the maximum amount of happiness and social relationships satisfying both to the individual and to society."

"The family embraces all the essential sex relationships—husband and wife, father and mother, parent and child, brother and sister. The family inevitably becomes the first and most important school in which sex and the meaning of the family are interpreted to the child. A relationship between husband and wife characterized by mutual respect, affection, harmony, tolerance, cooperation, and an unembarrassed attitude toward matters of sex; a democratic relationship between parents and children; an attitude of fairness between brothers and sisters—these provide the most fundamental kind of sex education for the child, whether there is any formal teaching of facts or not. If the home fails in these respects, no other institution or person is likely to make up wholly for this failure."—WHITE HOUSE CONFERENCE REPORT, *Social Hygiene in Schools*.

### References

- CHILD WELFARE MAGAZINE. "What About Work?," by E. C. Lindeman. September, 1933.  
"The Child Learns to Do His Share," by Blanche C. Weill. October, 1933.  
"Mental Hygiene and Education," by Kenneth E. Appel, M.D. January, 1934.

(Continued on the following page)

## How to Conduct the P. T. A. Meeting

(Continued from the preceding page)

prefer to select from it parts which apply particularly to their needs.

The references will help in developing the subjects covered and in enriching discussions.

Leaflets describing the eight program outlines in this series—which is called "Today's Child in Tomorrow's World"—are available free to local Congress units and to subscribers to this magazine on application to the office of the magazine at 1201 16th Street, N. W., Washington, D. C.

### IV. Social Period—30 Minutes

This period, carefully planned, is a valuable part of the program. The programs which appear in the NATIONAL PARENT-TEACHER include suggestions of various features which may be a part of the social period.

The projects may be carried out under the direction of committees appointed by the association, and results may be announced at future meetings.

\* \* \*

The meeting, as a whole, brings co-operation, information, individual and group activity, and an understanding of the needs of children. The meeting is the backbone of the organization.

Study the *Parent-Teacher Manual*—a free copy of which is sent to each local Congress unit.

### The P. T. A.

#### What to Do in September

The parent-teacher association will find that there are certain things to be done each month which are particularly suited to that month. The following list suggests some activities which it is well to carry out in the first month of the P.T.A. year.

1. Complete program for the year (based on selected goals and projects) and distribute to members.
2. Plan budget for the year.
3. Enroll new members.
4. See that standing committees start their work for the year.
5. Give reception for school officials, new teachers and members, in the schoolhouse.
6. Hold fall examinations to complete Summer Round-Up.
7. Prepare for fall conventions, conferences, and council meetings.

# 1934 Publications FREE To Local Congress Units

Each local Congress unit receives free from the state branch a local unit package containing the following material:

## Parent-Teacher Manual

A practical guide arranged in three parts.

### Part I—Handbook

Includes organization procedure; duties of officers; schedule for meetings; how to strengthen the organization; national services; and suggestions for the coordination of the work.

### Part II—Program Making and Projects

Discusses the basis for sound program making; suggests activities and projects; and gives references for carrying on committee work.

### Part III—Organization and Information Material

Contains the leaflets—Council, High-school, How to Organize (including suggested local bylaws), and Parliamentary Procedure; essential information on guiding principles, ethics for money raising, reports, room representatives, procedure books, parent-teacher leadership, and Summer Round-Up.

## Reprints from the Manual

### A New Service

#### 1. For Officers

Duties of the vice-president, secretary, treasurer.

#### 2. For Chairmen

Duties for membership, program, publicity, hospitality, finance and budget, publications, Founders Day, parent education.

#### 3. Additional Selections

To be ordered on the basis of local needs: 23 committee activities and projects; How to Organize; Room Representatives; Suggested Local Bylaws.

## Leaflets

Each local unit receives one copy each of General Information, Resolutions, and Founders Day, and selects from the annual announcement of Congress publications such leaflets as are necessary to carry out the local plans for the year.

## State and National Suggestions

and helps for carrying on the work of the parent-teacher association.

# ◆ ◆ ◆ ◆ ◆ THE HOME START ◆ ◆ ◆ ◆ ◆

"Off to a Good Start," by Douglas A. Thom, M.D. May, 1934.  
*Parent Education First Yearbook.* Washington: National Congress of Parents and Teachers. \$1. "Contributions of Mental Hygiene to Child Training," by Elizabeth Allen.

*Parent Education Third Yearbook.* "Developing Initiative and Responsibility," by Afton Smith.

Rich, M. E. *Family Life Today.* Boston: Houghton Mifflin. \$2.

## Questions for Discussion

1. Why should children not have the same monotonous tasks month in and month out?
2. What are some of the things to consider in planning for the responsibilities children should assume in the home?

## SOCIAL PERIOD

Arrange exhibit of pamphlet material on home-made toys and play equipment, or of equipment itself if deemed desirable.

Mitchell, H. "Play and Play Materials for the Preschool Child." Ottawa: Canadian Council on Child and Family Welfare. 25 cents.

Fowler, M. B. "Home Made Play Materials." Ithaca, New York: Extension Bulletin No. 260, New York State College of Home Economics, Cornell University. Free.

## PROJECTS

1. Make and exchange lists of books, articles, and short stories suitable for reading aloud in the family. In a small association the material could be passed around.
2. Develop a back-yard playground with simple equipment as a suggestion to parents for their own yards.

## What Do You Know?

The following questions are answered in this issue of the NATIONAL PARENT-TEACHER. To verify your answers, turn to pages whose numbers are given in *italics* following the questions.

1. In what ways can attendance at nursery school benefit a child all through life? 6.
2. What things should you look for in choosing a nursery school for your child? 5-6.
3. How can a parent encourage a child in his music practice? 9.
4. What are fifteen learnings which a child should have by the time he enters school? 12.
5. What trade practice must be abolished before motion picture exhibitors will be able to select the pictures which they wish to show? 14.
6. What difficulties does a child face when he first goes to school? 18-19.
7. How does the house plan affect family relationships? 21, 23.

8. How would you go about training a small child who dawdles to dress more quickly? 24.

9. What are three methods of conducting study group work? 36.

## In Our Neighborhood

(Continued from page 24)

ents. We soon discovered the reason for her fancies. Her parents decided they had been talking too much at the table about illness of one kind or another."

Two other letters did not give the writers' observations but suggested a cause for the problem which was occurring in the Perkins family. One of these letters was from a father who said, "Perhaps Blanche was jealous of the attention which Robert had received and was trying to get some for herself." The other letter was from a mother who was a bit more sympathetic with Blanche and suggested, "Robert's illness which lasted four or five weeks may have made such an impression upon Blanche that she really thinks she is ill."



# The P.T.A. at Work

Edited by HELEN R. WENTWORTH, 143 Cliff Road, Wellesley Hills, Mass.

## EVEN THE GOVERNOR HELPS ON MEMBERSHIP

*Nebraska*

The Extension Department of the Nebraska Congress of Parents and Teachers promoted a Parent-Teacher Week early last October which produced great results in increasing membership. A special bulletin was issued, a proclamation was secured from the governor, much valuable publicity was sent out through the state, many personal letters were written, and all possible avenues and materials were used to extend interest and understanding of real parent-teacher work.

A gratifying feature of the statewide observance of the week was found in the records of the state treasurer, which showed two and one-half times as many members enrolled as during a similar period the preceding year, and a large increase in new associations. One town reported the organization of five locals and a council. The largest increase in a local association was from forty members in 1932 to 147 in 1933 under the same leadership.—MRS. MARK PIERCE, 1211 Garfield Street, Lincoln.

## THE MONEY-RAISING BUGBEAR

*California*

Money-raising activities are a bugbear to parent-teacher associations in general, but in California there is one such annual event that is looked forward to by parents, teachers, and school children—the benefit football game.

The Oakland Council was the first parent-teacher group to make use of this method. Last year the fifth annual event netted the Oakland Council \$4,522.19. The teams played fifteen-minute quarters, the two winning teams playing the last quarter, thus giving the school children an opportunity to see eight full quarters for an admission of twenty-five cents.

Another game was played in Oakland between the winning high school teams of Oakland and San Francisco. The proceeds from this game were split equally between the Equipment Fund and the Student Loan Fund.

San Francisco played its fourth annual football benefit game last year with a paid admission of 35,000 and several thousand free admissions to children of orphanages and to children who otherwise could not have attended. The admission for children was fifteen cents so that attendance would be no hardship in large families. Transportation and care were furnished for hundreds of children by the local units.

The net proceeds were split in these proportions: 25 per cent of its own sales to each local unit; the balance divided between the following district funds: Exceptional Child, Philanthropy, Student Aid, and General Fund. San Francisco stages a spring athletic festival annually, the proceeds of which go into the Student Body Equipment Fund and the Student Loan Fund.

Last year Los Angeles also staged a benefit football game which is to be an annual event. Eighteen high school teams participated. The proceeds netted the Relief Fund of Tenth District, Los Angeles, \$10,127.59. Many children were admitted free, as it is the object of parent-teacher groups throughout the state not only to benefit financially from such games but to arouse among the school children a spirit of cooperation for school activities as well as for parent-teacher projects.—MRS. JOE E. MORCOMBE, 2374 Thirty-third Avenue, San Francisco.

\* \* \*

The Figueroa Parent-Teacher Association of Los Angeles through a ten-cent tea project raised money in a way which they claim involved no work, no expense, and had the added benefit of contacting many members in a friendly way.

The membership was divided into groups of fifteen living near one another, and a leader was chosen for

each group. The leader called on the members of her group, explained the idea to them, and invited them to her home for tea. From then on the group met once each month at the homes of the members in turn; there was discussion of child welfare problems or some occupation each time, and then a very simple tea was served. The hostess was always privileged to ask non-members if she chose, and each person paid ten cents at each tea. The projects of the groups were varied. One group discussed articles from CHILD WELFARE, THE NATIONAL-PARENT-TEACHER MAGAZINE, while others pieced quilts or sewed for charity. Refreshments were kept so simple that there was practically no work and no expense for the hostess.—ALICE PRINGLE, 650 West 117th Street, Los Angeles.

## CHURCH ASSOCIATION RUNS A NURSERY

*Florida*

The First Presbyterian Preschool Parent-Teacher Association of Jacksonville was organized four years ago in connection with the Cradle Roll and the Beginners Departments of a large down-town church school. The superintendent, teachers, and parents have witnessed a gratifying increase in the enrolment as well as in the interest and cooperation of parents and teachers.

One of the main projects of this association is the maintenance of a nursery. The church bulletin carries a weekly announcement that parents may leave their well children in the care of a competent attendant while they are at church. As many as fourteen children have been happily cared for at one time. The nursery also solves the problem of mothers who wish to attend the monthly luncheon meeting of the association.

Each year, on May 1, Child Health Day is observed by a round-up of children too young to be included in the regular Summer Round-Up. A survey of the near-by poor district has been made and free examinations and medical attention have been given to many of its underprivileged babies. The association is offering hearty cooperation





*On the beach in Florida*

in meeting the schedule of minimum health requirements which the Duval County Medical Association is inaugurating this year.

Study classes are quite popular with the members. Last September the third series of preschool study courses was conducted by a parent education specialist employed by the Florida State Board of Health. Seven members received certificates for completing the Preschool Mental Hygiene Course. The Florida Preschool Parent Education Course by Radio was put on by four members. Four other members conducted listening groups in different parts of Jacksonville and interested many prospective members.

For two consecutive years the publicity recordbook of the association has been chosen for display at the state convention and the National Convention. Superior rating was awarded the association at the 1933 state convention besides many additional honors for increase in membership and subscriptions to the *Florida Parent-Teacher* and the *CHILD WELFARE MAGAZINE*, now called the *NATIONAL PARENT-TEACHER*.—MRS. HARRY T. HUMPHRIES, 4404 Pearl Street, Jacksonville.

### MESQUAKIE INDIANS ORGANIZE

*Iowa*

Something entirely new and different on the Tama Indian reservation is the student-parent association, formed by Mesquakie fathers and mothers in an effort to cooperate with the teachers of their children. It is similar in

purpose to the white people's parent-teacher associations. It is the first time in the history of the tribe that such a forward step has been taken by Indian parents. Thirty parents whose children attend the Montour school have become members. A committee met with the board of education and was assured of its cooperation.—THE CLIPPER, Traer.

### AN OLD SCHOOLHOUSE PUT TO NEW USE

*Kentucky*

For many years community cooperation has been one of the features of the work of the Ellen C. Semple Parent-Teacher Association of Louisville. A sewing class was the first of these community activities. The class was so successful that soon the board of education allowed it to meet in the school building where regular school equipment could be utilized. About this time a new school was built, and during the two following summers a canning club was allowed to meet in the kitchen of the old school.

During the summer of 1933 the board of education allowed the recreation department of the city to use the old school as the Oakdale Community Center. Last fall a sewing club with officers and by-laws was organized at the center with a large membership drawn from all the parent-teacher associations in the city. Money was raised for new materials to supplement the work of repairing old clothes and shoes. Use of patterns, careful planning and cutting, mending, and darning were taught. In some instances

renovated articles were sold for a few pennies to furnish funds for the purchase of new materials. For ten weeks a trained teacher directed the class work. Once a week a family service worker gave helpful suggestions on home management and family attitudes. Once each month tea was served at the regular weekly meeting, and once a special supper was given in order to raise funds.

To further the parent education and child study work, the parent education committee requested each association interested in the sewing club to furnish a leader for one meeting who would present one of the regular study group subjects to the class. The informal discussion did not interfere with the sewing. This arrangement gave the club a well-rounded program of conservation, recreation, and parent education.

The canning club was organized in connection with the operation of city gardens. Many families received seeds for planting, and the club was organized to conserve the surplus food crops for winter use. This is a project of the Ellen C. Semple School, and last year all canning club food materials which could not be used in the school lunch room were sold as a means of raising money for the sewing club.

A gymnasium class is held each Thursday at this school, and is under the direction of a recreation leader. The public library gives active cooperation also, by maintaining a parents' table and by helping with a Christmas exhibit of toys and books. The association has an active child health program which includes splendid Summer Round-Up work. Boy and Girl Scout troops are also sponsored.—MRS. D. C. WELLS, President, Ellen C. Semple School, Louisville.

### A NEW DAY IN THE CUMBERLANDS

*Tennessee*

Oakdale in the Cumberland Mountains has experienced an unusual growth in community improvement. In 1927 the public school was housed in an inadequate frame building, and employed two teachers. Today there are two handsome brick buildings, one a grammar school and the other a high school. The two schools enroll over five hundred pupils and employ fifteen teachers. Children are transported from mountain communities in buses.

Growth in churches and social centers has been proportionate.

Several years ago the need was felt for a parent-teacher association, and one was organized. It has functioned with success and with increasing efficiency. Its meetings have often been attended by more than three hundred members. The Morgan County superintendent gives excellent cooperation. Aside from presenting social programs, the association has contributed as much as \$600 per year for the benefit of the school.

In April, 1934, the Oakdale Parent-teacher Association was host to the annual conference of the sixth district of the Tennessee Congress. This district is composed of seven counties in the Cumberland Mountains. The meeting was held in the high school auditorium and luncheon was served in the home economics rooms. Among the speakers was Mrs. Arthur E. Morgan, wife of the chairman of the Tennessee Valley Authority, Knoxville, who spoke on some of the work of the Authority. The sixth district of the Tennessee Congress is related to the territory in which this great project is now going on.

There has been a gain of 70 per cent in new parent-teacher associations during the past year. Some one- and two-teacher schools have organized local unions. There are 350 public schools in the district, and five church schools. P. T. A. units cooperate in daily vacation Bible schools and Sunday schools wherever possible.

Mountain communities do not receive as much money for education as do the valley communities of the state, but we know that material wealth alone will not make good schools, and we are endeavoring to preserve their spiritual ideals. A new day is dawning in the Cumberland Mountains.—MRS. J. D. BURTON, President, Sixth District, Tennessee Congress, Oakdale.

One of the low-priced houses built by the Tennessee Valley Authority for workers at Norris, Tennessee

## A GOOD WAY TO DOUBLE MEMBERSHIP

### Connecticut

At the time of the membership campaign last December, the Central Grammar School in Milford sent home by each child a very complete bulletin. It announced the evening meeting which would close the campaign and gave the name of the speaker and his subject, the names of soloist, host, and hostess, and the terms and room rewards of the drive. The same bulletin carried the announcement of a dental clinic, named the doctors co-operating, and promised definite details of the clinic later. At the bottom of the sheet was a membership pledge to be filled out and returned by the child or signed at the meeting. On the reverse side of the bulletin was printed the Connecticut summary of "Why a Parent-Teacher Association," and an enumeration of the accomplishments of the Connecticut Congress.

By this informative bulletin, which was signed by the Publicity chairman, the membership was increased from ninety to 166.—MRS. T. MERLE SHAW, State President, 881 Lafayette Street, Bridgeport.

## MOTHERS SING AND STUDY

### South Dakota

A project sponsored by the parent-teacher association of the Eugene Field School of Mitchell which has

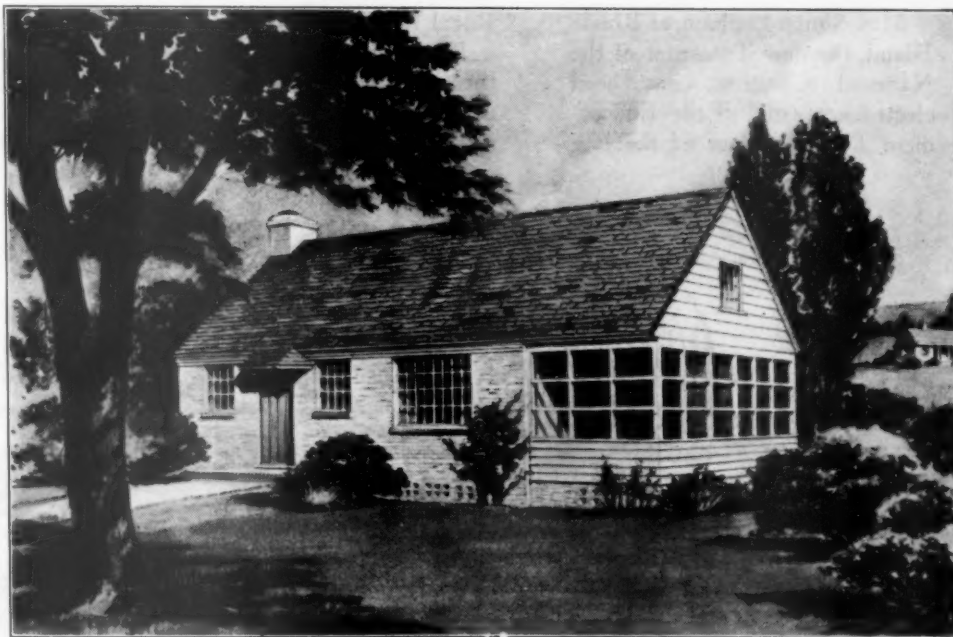
aroused much interest and enthusiasm is the Mothers Chorus of eighteen voices. The chorus practiced just before the meetings of the study group, which took as its study text *Building Personality in Children*, by Garry Cleveland Myers. At the close of the study hour, lunch was served by a committee of mothers.

The chorus numbers of the *Peer Gynt Suite*, by Grieg, were the basis of intensive practice. In connection with the program on northern mythology given by the sixth grade of the school, a lecture recital on this work was presented, with the four chorus numbers of the suite given by the Mothers Chorus. The same program was presented at a parent-teacher meeting. At the final presentation in a local church, the lecture was given in more detail and the two beautiful solos of the suite were sung.—MRS. H. S. BARNARD, 1109 S. Rowley Street, Mitchell.

## TEN THOUSAND CHILDREN FED

### Kentucky

During the months of November, December, and January, the parent-teacher association of the Irvine Graded School in cooperation with the Federal Emergency Relief served 10,840 meals to underprivileged children.—MRS. J. J. JOHNSTONE, Publicity Chairman, Irvine Graded School P. T. A., Irvine.



Courtesy Tennessee Valley Authority

# Congress Comments

Elections of officers have been held during the past few months by the following states, and we greet the new presidents who, by virtue of their office, have now become members of the National Board of Managers:

Arizona—Miss C. Louise Boehringer, Phoenix  
 California—Mrs. C. H. Turner, Redondo Beach  
 Colorado—Mrs. H. C. Bradley, Fort Collins  
 Delaware—Mrs. Robert P. Robinson, Wilmington  
 D. C.—Mrs. L. B. Castell, Washington  
 Florida—Mrs. W. Summer Covey, Daytona Beach  
 Georgia—Mrs. Charles D. Center, College Park  
 Illinois—Mrs. A. R. Williams, Normal  
 Kansas—Mrs. Louis R. Fulton, Wichita  
 Mississippi—Mrs. C. C. McDonald, Bay St. Louis  
 New Hampshire—Mrs. Robert F. Crosby, Derry  
 New Mexico—Mrs. S. P. Nanninga, Albuquerque  
 North Carolina—Mrs. W. B. Aycock, Raleigh  
 Rhode Island—Mrs. Gilbert L. Church, Jr., Saylesville  
 South Carolina—Mrs. Bachman Smith, Charleston  
 Washington—Mrs. Neil Haig, Seattle

The fall meeting of the Board of Managers of the National Congress of Parents and Teachers will be held at Niagara Falls, New York, during the week of September 24th.

Mrs. Simon Lapham, of Rhode Island, the new Treasurer of the National Congress, has been elected a trustee of the Endowment Fund in place of the late

Mrs. B. I. Elliott. Mrs. Lapham also takes the place of Mrs. Elliott as a director of the Child Welfare Company.

Mrs. Fanny J. Bailey of New York, who attended the first meeting of the Mothers Congress, is now 102 years of age. Mrs. Bailey still takes an active part in parent-teacher work.

According to the revised by-laws of the National Congress officers and chairmen are now elected to serve for a three-year term. Officers, except the treasurer, are not eligible for re-election.

The name "Service Agencies" has been changed to "Cooperating Agencies."

Mrs. William T. Carter, of Philadelphia, a life member of the National Congress of Parents and Teachers, passed away on April 17. Mrs. Carter was associated with the Congress from its foundation and was known for her philanthropies and for her effective work in furthering the welfare of children.

Mrs. Arthur C. Watkins, Secretary of the Education Division of the Congress, announces three new Correspondence Courses: Course F, on High School Associations; Course G, on *Our Public Schools*, edited by Miss Charl Williams; and Course H, on Rural Parent-Teacher Associations.

Five revised courses, added to these three new ones, make a total of eight up-to-date Correspondence Courses now available. One member wrote,

after taking a course, that leaders should be required to take at least one course each year, in order to keep parent-teacher principles before them, though she humorously admitted that the one she took meant the beginning of grey hair, concentration wrinkles, loss of sleep, and an accumulation of house work.

At the Parent-Teacher Section Meeting held in connection with the Washington, D. C., Convention of the National Education Association, in July, and presided over by Mrs. B. F. Langworthy, President of the National Congress, the following questions were discussed:

1. Should home study be assigned to pupils in elementary schools, junior high schools, and senior high schools?
2. Should home study be supervised? Are parents usually competent to do this?
3. How much mental strain is involved in the usual home study assignment?
4. Could home study be abolished entirely?

Mrs. Raymond Binford, of North Carolina, secretary of the N.C.P.T., has written a lively skit on membership which sells at five cents a copy at the National Office. This little play will prove of value to local associations which are this month planning to increase their membership.

The National Office Bulletin will again be mailed to state board members who send 20 cents to the state treasury with the request that their names be placed on the mailing list. Every state board member needs the Bulletin in order to be kept closely in touch with the National Congress.





MOTHERS

FATHERS

# PARENT-TEACHER ASSOCIATIONS

**Y**OUR ATTENTION is particularly invited to the new Group Medical Plan especially designed to meet a long felt need in the Educational Field, which has been most favorably received by Parents, Students, and School Authorities throughout the United States. The low charge for each student is made possible by the group plan, and protection is provided for either the school year or for a twelve months period.

**Parents:** Are protected against the cost of Medical and Surgical care, Hospital, Nursing and X-ray charges incidental to their children's participation in sports, athletics, gymnasium work, and group play.

**Students:** Are provided with the best of Medical and Surgical treatment, Hospital and Nursing care, and X-ray facilities for any injury received while participating in sports, athletics, gymnasium work, and group play.

**Protection:** Against infection is provided by proper First Aid promptly administered.

**Protection:** Against accident is provided by supervision to assure proper methods of play.

**Schools:** Are provided a financially strong medium through which a social service of distinct value is rendered the parents of their students.

**Relief:** The question "Who is going to pay?" for students' injuries is eliminated.

**Funds:** Are provided for acquisition and maintenance of efficient First Aid facilities, with arrangements for special prices on replacements.

**State Interest:** The following state high school athletic associations approved the plan for adoption by all member schools:

*California Interscholastic Federation:* — — 531 schools—371,276 students.  
*South Carolina High School Athletic League:* 302 schools— 52,000 students.

**In Addition:** Associations in many other states are considering adoption of the plan for all member schools.

**Individual:** Public schools are adopting the plan. Interesting recent additions include:

*Akron, Ohio:* — — — — — 10 schools—15,000 students.

**Private School Interest:** Numerous prominent schools have adopted the Plan as a part of their regular program. In many instances all students are protected, which means — 100% Parent Interest and Participation.

The simplicity of the Plan makes it adaptable to any school or college, and its low cost places it within the means of every parent. Parent-Teacher Associations are invited to investigate this exceptional protective plan with a view to adopting it in their schools. Inquiries may be directed through the local Parent-Teacher Association or to the Sportsman's Mutual Assurance Company of Washington, D. C., under whose management the Plan is operated.

— Advertisement —

## Adventuring with Youth

(Continued from page 11)

read the letters they receive is gratifying, but I do not wish to impose upon it. If there be anything in those letters that I ought to know, I want the information to come willingly through the good fellowship that I have tried to build as an insurance against a desire to put something over on Mother.

I believe that there are problems that the majority of boys and girls find it easier to talk over with some one outside the family circle. If I take time to listen to the problems that bother my boys' chums, the only reward I desire is that another busy father or mother may do the same for my boys.

They come and go—these young folks, with their ideals, ambitions, woes, and rejoicings. They are learning to live, to make themselves ready for their future responsibilities; and it is my joy to know that most of them bear promise of carrying on abundantly.

### Coming in October

#### ARE YOU A GROWN-UP PARENT?

By Lois Ackerley

The author furnishes a yardstick for measuring the effect of parental emotions and immaturity on children. She believes that parents need not expect to control their children until they have learned to control themselves.

#### A PARTY FOR HALLOWEEN

By Sophia Yarnall

Halloween need not be a dreaded time when bad little boys upset ash cans and destroy property. The suggestions given in this article will help Mother in making plans and will insure the children a joyous and unique party.

#### WHAT CAUSES STUTTERING?

By H. Edmund Bullis

Even well-meaning parents can transform normal children into stutterers. If they will study the underlying causes of this unfortunate defect when their children are young, much suffering can be prevented.

## ORGANIZING THE STUDY GROUP

By ADA HART ARLITT

**FIRST CONTACTS.** When there is interest enough in your parent-teacher association to form a study group, and only then, should a group be organized. To arouse this interest many means may be used. If the publicity chairman is interested she may get brief references in the newspapers and in other publications to what is being done in parent education in other state branches and local Congress units. The NATIONAL PARENT-TEACHER chairman may help to stir up interest through talks to the parent-teacher association.

The room representatives may be called together and interested in forming a study group among themselves. The Executive committee of a local unit or of a council may form a study group. In both of these cases new members may be added as soon as interest is increased.

Another way of arousing interest is by personal calls at the homes of members of parent-teacher associations or, if the group is to be formed when the children enter kindergarten, by personal calls on parents whose names are on the Summer Round-Up list. All of these methods are good to arouse interest and to get people to attend a first meeting.

**Officers.** Each group should have three officers: a general chairman who is responsible for the program and for the general matters of group conduct; an attendance chairman whose business it is to send notices of meetings, to telephone members, and in every way to stimulate group attendance; a library chairman whose business it is to see that the materials needed—books, pamphlets, and so on—are available at each meeting. The general chairman should not only lead the group to the selection of the topics of most interest for discussion; she should also conduct the group discussion, stimulate contributions from each of the group members, and see that other leadership is brought in to vary the program.

**Methods of Conducting a Group.** The group work may be conducted in

various ways under lay leadership. A professional leader is to be secured; the general chairman can turn over to this leader most of the stimulation of discussion and the selection of topics.

If there is to be no professional leadership, the study may be carried on in several ways.

It may use the question and answer method, a complete description which appears in the *Parent Education Third Yearbook*.

It may use the method of reading and report. If this method is to be used, the articles selected from the NATIONAL PARENT-TEACHER should be read by the leader and reported by her; or they may be read directly to the group, after which discussion may follow. The discussion may be line with the questions at the end of the articles in the Parent Education Study Course. In the method of reading and report the leader may select other members of her group to report one or more for each meeting. In the way leadership for new groups may develop.

A third method is one by which each member of the group reads the article and reports on a portion of it. The discussion is open to the whole group.

Additional value may be given to any of the above methods of presenting the material by having the reference at the end of the article looked up and read by some members of the group and portions of them brought in for discussion; by having book reviews by individual members; or by having views of current articles bearing on the topic to be discussed. The more the individual members contribute to the group the more valuable will be the discussion.

It is not the function of the general chairman to solve the individual problems of the members of her group. The purpose of the group study is to give a fuller knowledge and a better understanding of children which may be applied by individual members in the light of their knowledge of their own children.

## Making the Most of Salads

A FEW years ago a famous hotel which had catered to generations of celebrities was torn down. With stories of royal guests and rosewood furniture there were unearthed some of the menus of earlier days when the apoplectic diner forked his way through successive courses of concentrated proteins, and when calories mounted to dangerous heights. Vegetables were given scant listings on these menus, and the only recorded salad was made of chicken.

The salad situation is noticeably changed. Even the past generation served few raw salads. Can you remember many from your childhood days except those calling for lettuce, tomato, and cucumber? But how is it now? The Bureau of Home Economics of the United States Department of Agriculture notes the changes, and says, "Nutrition specialists are very much pleased at the headway the raw green foods have made in popular favor. So are, or should be, the housekeepers who would otherwise have to spend hours in a hot kitchen in hot

weather over a hot stove cooking the vegetables that are now often eaten raw. . . . You can build the meal around the salad—especially lunch or supper.

"To begin with one of the prettiest salads you can think of, put one or two green curling leaves of new cabbage on a plate, and fill them with a mixture of chopped cabbage and carrots, alongside a serving of cottage cheese with chopped peanuts mixed in. The cabbage and carrots give you vitamins A, B, and C, and you get iron also from the green leaves of the cabbage. The cheese furnishes protein and calcium, and the peanuts furnish protein and fat. In an egg dressing you get still more vitamins and protein and fat; in French dressing, chiefly fat. Bread and butter and a glass of milk will finish out your meal—or you might add a meat sandwich for still further satisfaction, or finish off with cookies, tarts, or cup cakes for more starch and fat and sugar, and therefore more calories.

"We make a sort of formula, then:

Raw vegetables or fruits in the salads; meat, eggs, cheese, or nuts in sandwiches or on the salad plate; milk and cakes to fill out the meal."

As many people do not care for a salad dressing made with oil the Bureau of Home Economics recommends this boiled dressing.

### BOILED DRESSING

2 teaspoons salt  
 $\frac{1}{4}$  teaspoon mustard  
 $\frac{1}{8}$  teaspoon white pepper  
 $\frac{1}{4}$  teaspoon paprika  
6 tablespoons flour  
 $\frac{1}{4}$  cup sugar  
1 pint milk  
2 eggs  
 $\frac{3}{4}$  cup vinegar  
 $\frac{1}{4}$  cup butter or other fat

Sift the dry ingredients together to mix them thoroughly, add the milk and stir until well blended; then cook in a double boiler until thickened. Cover and cook ten minutes longer. Beat the eggs until very light and add to them gradually some of the hot mixture. Then combine and cook the whole mixture a few minutes longer. Add the vinegar slowly, stir, and continue to cook until fairly thick; then add the butter or other fat.

## Jimmy KNOWS THE Answer

BACK of Jimmy's healthy interest in school is Jimmy's mother. She knows the answer too.

She knows that Kellogg's Corn Flakes for breakfast help children start the school day right. They're light, nourishing, rich in energy.

Scientific research shows that Kellogg's are fine for supper. Easily digested, they aid sound sleep.

Our Home Economics Department has prepared many recipes and menu-suggestions. Also booklets on nutrition. Write for free copies. Home Economics Dept. K-9, Kellogg Company, Battle Creek, Michigan.







## BOOKSHELF

By WINNIFRED KING RUGG

**I**T IS no news that the children of today are growing up in a rapidly changing world; nor is the 1930 White House Conference on Child Health and Protection news to parent-teacher members, for its reports have been printed in volumes, some of which have been reviewed on this page. Nevertheless, there is much that is fresh in both substance and viewpoint in the interpretation of the White House Conference made by Katherine Glover and Evelyn Dewey in a book called *CHILDREN OF THE NEW DAY*.

Not that this book stays entirely within the boundaries of the White House Conference reports. Its chapters are based on the findings and recommendations of the Conference committees, and also on other recent authoritative works. The intention of the authors has been to picture the present chaotic conditions that surround Uncle Sam's offspring and to show some things that home and community must do to give the child the security he needs. In effect the book says to parents, "Call in your experts, learn from them all you can, recognize the influence of outside agencies, good and bad, and try to cooperate or correct. But remember that there are certain functions that you cannot delegate to others, and that upon you and the intelligent, determined development of the resources within you still depends the well-being of your children."

### Growing Up

**T**HE ROAD TO ADOLESCENCE, by Joseph Garland, children's physician in the Massachusetts General Hospital and instructor in pediatrics at the Harvard Medical School, also makes definite reference to the White House Conference, but with a different emphasis. Dr. Garland reminds his readers that though environment changes, human nature and human capacity remain essentially the same; and that the new task of those concerned with children is a very old one—to know the truth, and where it cannot be found, courageously to acknowledge the gap and try to fill it. He looks upon the body and mind as insepara-

ble, but in writing about the years preceding adolescence he has far more to say about the body than about the mind. A lesson in anatomy; the care of the body; nutrition and diet; sickness, its recognition and care; vaccines and serums; first aid to the injured—these occupy more space than home, school, and camp; education, behavior problems, and play. In general this book should be regarded as a conservative guide to parents in bringing a child from the prenatal stage to his entrance upon adolescence.

### Making Radio Useful

**F**ROM the pen of B. H. Darrow, chairman of the Committee on Radio for the National Congress of Parents and Teachers and founder of the Ohio School of the Air, comes the first textbook on educational broadcasting, *RADIO—THE ASSISTANT TEACHER*. Through this book there may be obtained an enlightening view of the history of the use of the microphone as a medium for school education, from the first scattered, somewhat abortive efforts to the final establishment of the Ohio School of the Air and other radio schools. Mr. Darrow gives credit to the Walter Damrosch series of music lessons launched by NBC as the first nationwide broadcast conducted especially for classroom use. The most obvious value of Mr. Darrow's book is his discussion of the technic of preparing educational broadcasts and of using them in schools. Though there are difficulties in duplication, in timing, in financing, and in dealing with the vexing questions of propaganda and sponsoring, nevertheless Mr. Darrow believes that educational broadcasting is making practical demonstration of its value and that the whole world may become a huge classroom for young and old.

### The P. T. A. at Work

**I**N SPITE of its almost inevitably technical tone as a thesis for a doctorate, Elmer S. Holbeck's *ANALYSIS OF ACTIVITIES AND POTENTIALITIES FOR ACHIEVEMENT OF THE PARENT-*

*TEACHER ASSOCIATION* contains matter that can well give every thoughtful association member food for study.

Practical workers will detect a few minor inaccuracies regarding Congress set-up, natural to a writer whose concern is more with purposes and achievement than with machinery. These are in the main of small importance in comparison with the systematic effort here made by one who is not closely connected with parent-teacher administration to evaluate the potentialities of the movement and compare them with its achievements. Mr. Holbeck's work seems to be unbiased by any preconceived feeling for or against parent-teacher associations. There is some frank criticism on his pages, notably in regard to diffuse and scattered objectives, poorly planned programs, and a discrepancy that he observes between the ideals held by parent-teacher officials and the actual work done by the local associations. "If the association is to continue its work," he says, "and become an association with definite significance in the field of education and child welfare, there must be a closer connection between the theoretical statement of functions and purposes, and the activity of the association."

### A Book for Sailors

**Y**OUNG people, and their fathers who are learning to race yachts—even those who know something about racing—will find in H. A. Calahan's *LEARNING TO RACE* much of interest and practical help with regard to speed and efficiency in sailing. Mr. Calahan brings to the writing of this book—of interest even to the lay reader—a long experience in racing from which many other yacht racers will profit.

"Children of the New Day," by Katherine Glover and Evelyn Dewey. New York: Appleton-Century. \$2.25.

"The Road to Adolescence," by Joseph Garland. Cambridge, Massachusetts: Harvard University Press. \$2.50.

"Radio—The Assistant Teacher," by B. H. Darrow. Columbus, Ohio: R. G. Adams & Co. \$1.90.

"Analysis of Activities and Potentialities for Achievement of the Parent-Teacher Association," by Elmer S. Holbeck. New York: Teachers College, Columbia University. \$1.50.

"Learning to Race," by H. A. Calahan. New York: Macmillan. \$3.50.

# Fair Wind

By DOROTHY BURNHAM EATON

It was a sparkling day, particularly on the river, and canoes made bright touches of color among the sparkles.

My thoughts and I were busy on the bank, busy with red-winged blackbirds and the new rose arbor and an industrious ant which was bending all its energy to the transportation of a mammoth breadcrumb. Young voices invited my thoughts to a red canoe floating around the bend.

"Oh boy, Daddy, see it go now!"

"Can I try it too, Daddy? Can I?"

And a low, grown-up voice answered, "Just a minute, Sister. You may have a turn after Bobby finishes."

Then I saw the cause of the fun. A tiny toy sailboat was following along with all the bravado and importance of a Class A sloop.

"Don't you think Sister should have a turn now?"

"Okay, here you are, Dee."

A few moments of silence while Dee held the string as if nothing else mattered in the world.

"I'm a good sailor, aren't I, Daddy?" she observed solemnly.

Bobby was impatient.

"Isn't it about time for my turn again?"

"No, sir. I haven't had it half as long as you did."

The canoe was floating away and I listened intently, hoping to hear what diplomacy the brown young captain would use to avoid dispute and possible outbreak in his crew.

"I'll tell you what," he said, as if he had had a remarkable idea. "We'll let it loose and make believe it has a captain and crew of its own, and we'll follow where it goes!"

His enthusiasm was transmitted to the boy and girl and they too thought it a most remarkable idea. So the little sloop sailed before the breeze and the canoe followed at a respectful distance.

As they drifted down the river with an occasional slow dip of the paddle, I watched these three children, two little ones and one big one, good friends, playing a fascinating game together, and James W. Foley's lines came back to me across the years:

"And Henry Blake's father, he don't seem as though

He's more than his uncle, he likes Henry so!"

"Of such stuff," I reflected, "is the ideal American home made. I hope the mother of that family is as wise and sympathetic as the father."

The small armada was almost out of sight and I waited hopefully for a shift of wind so that I might follow the game a little longer.

My thoughts were a psychic magnet. The sailboat tacked suddenly and came in my direction, with its convoy close behind. The little group spied me on the shore and smiled. I was glad to see them back again.

Two young voices rose in an excited chorus.

"D'ja see it go, Mother?"

"Mummy, did you see it turn around? Just like a really truly boat!"

The toy was picked up and packed away, the canoe drew up alongside the



Practical Guidance for the New Era

## CHILDREN OF THE NEW DAY

By  
KATHERINE GLOVER  
and  
EVELYN DEWEY

"I am confident," says Ray Lyman Wilbur, President, Stanford University, "that the book will be a real help to those who wish to give the best opportunities to their children."

"It represents," says Willystine Goodsell, Associate Professor of Education at Teachers College, Columbia University, "a definite contribution to the understanding of children."

"We recommend for special study this month *Children of the New Day*," says the *International Journal of Religious Education*.

\$2.25

D. APPLETON-CENTURY CO.  
35 W. 32nd Street New York, N. Y.



### SMITH-CORONA

Fortunate is the child who has access to a typewriter in the home. A Smith-Corona is an aid to progress in English and other subjects. Send for free booklet "The Typewriter In Child Education."

L. C. SMITH & CORONA  
TYPEWRITERS INC.  
SYRACUSE, NEW YORK

### SCHOOL STAMP CLUBS

Stamp collecting forms a permanent investment and teaches neatness, thoroughness, values and care of property. TEACHERS in charge of Club activities should write us about our cooperative plan as our stock is arranged for Club Service. PARENTS whose children collect should ask about our Collection Builder Approvals. No obligation in asking and no approvals sent unless you request them.

E. S. HUMPHREY

BOX 375

MORRISTOWN, N. J.

shore, and the biggest boy held out his hand to me with a smile.

"Where shall we go now, Mother, upstream for a way?"

"Anywhere, anywhere, I don't care," I sang as I picked up my paddle.

AS A PEOPLE, we worry too much about state and community opportunities for children and too little about our home life. We forget that the strongest influence is exerted by the home and the parents, and not by playground directors. What with congested living quarters, four-room flats for twice as many people, we have a shortage of play space for children in the home, and therefore it becomes more necessary for the parents to plan picnics, hikes, days spent in the city parks, which they can share with their children. Very often this lack of recreation in the home is due not to lack of space but to lack of interest on the part of the mother. A woman said to me not long ago that she envied me my orderly, quiet house. I told her that when I had three children the age of hers my house was not orderly.

"An untidy house is the price a woman pays for motherhood, but in years to come, the memories of what went on in that home with and for the children who depended upon her and who enjoyed her company, will recompense her for the lonely life she must live after those children leave her and go out into the world. Every family which has a back yard fitted up to attract their children and their children's friends is making a bigger contribution to the community than the man who writes a check for a public playground."—ANNA STEESE RICHARDSON, *Director, Good Citizenship Bureau, Woman's Home Companion.*

AS DIRECTOR of the Good Citizenship Bureau of the *Woman's Home Companion*, I am hearing constantly of remarkable activities which the P. T. A. groups could feature, and thereby interest their community. I think one of the biggest and finest projects, though it started in a very humble way, was described in the *Child Welfare Magazine* for May: Mrs. McFadden's story of the Saturday morning entertainment committee of the Oranges in New Jersey. In a very small way, the P. T. A.'s, mothers' and women's clubs of the section put over entertainments in competition with moving pictures last school year.

I hope you read Mrs. McFadden's article, for I have no time to go into details here. I can only say that the plan is eminently practical and artists are coming forward in every direction to provide wholesome entertainment for children. Magicians, lecturers, little theater groups, and now several companies who are presenting in a most delightful manner the opera of *Hansel and Gretel* with young American singers in the cast.

Children are not obsessed by movies and it is up to you, P. T. A. groups, to supply entertainment. This is one of the most practical plans so far devised for entertaining children."—ANNA STEESE RICHARDSON, *Director, Good Citizenship Bureau, Woman's Home Companion.*

## NATIONAL PARENT-TEACHER DAY

Century of Progress—World's Fair

SEPTEMBER 20 will be National Parent-Teacher Day at the Illinois Host House. It is hoped that members of the National Board of Managers who are to pass through Chicago will give the Illinois Congress and the National President the pleasure of being their guests for the day.

There will be hostesses to conduct members of the Board on whatever sightseeing they may wish to do during the day and to entertain them at luncheon.

A Parent-Teacher Program will be presented at the Illinois Host House from 2:30 to 3:30, when members of the Board will be introduced and asked to give a word of greeting to the audience.

It is hoped that Board members who are planning to go to the World's Fair will give the Illinois Congress the opportunity to greet them and that they will, by or before September 13, advise Mrs. B. F. Langworthy,\* National President; Mrs. Frederic Holch; Mrs. E. C. Nichols; Mrs. Herbert Siddall; or Mrs. Arthur Williams,\* President of the Illinois Congress, of their intention to be present on National Parent-Teacher Day.

\* See Directory for addresses.

## STAMP OF MERIT

The appearance of an advertisement in the NATIONAL PARENT-TEACHER MAGAZINE is in itself a stamp of merit. In accepting advertising the NATIONAL PARENT-TEACHER MAGAZINE considers the reliability of the product, the reputation of the firm advertising and the appropriateness of its appeal to the readers. If there is the slightest doubt about any product or company a careful investigation is made before the advertisement is accepted.

We want our readers to feel they can rely with confidence upon the entire contents of the magazine including the advertising.

Listed below are the firms advertising in this issue. The italics refer to booklets and samples which they offer:

	PAGE
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E. S. Humphrey .....	39
W. K. Kellogg of Battle Creek. <i>Booklets</i> .....	37
L. C. Smith & Corona Typewriters, Inc. <i>Booklet</i> .....	39
Sportsmans Mutual Assurance Company .....	35

*In writing to advertisers, please mention the  
NATIONAL PARENT-TEACHER MAGAZINE*

WE ACCUMULATE wealth; we can pass on to each succeeding generation tangible property in any form. We can even to some extent transmit native ability. But we cannot bequeath an education to our children. The most we can do is to provide them with the means for an education. Every babe that is born into the world is as ignorant as its most remote ancestor. It can neither write nor read. It has only rudimentary mental processes. It merely has reactions and responses to external stimuli. If abandoned to its own fate on an uninhabited island, if it survived at all, it would grow up to be a totally illiterate man and an ignorant one, except as it might learn certain facts of life from its environment and from its experience. Since it is necessary to recreate in each generation those processes of education which the preceding generation enjoyed, we must continue to provide schools and teachers and all the essential tools that go to furnish and equip the mind."—HAROLD L. ICKES.





The radio program  
that won P. T. A. approval

# "RED DAVIS" RETURNS

Beech-Nut's radio program goes  
back on the air because parents  
and young people demand it.

**RED DAVIS**—  
nearly always in  
some sort of  
trouble. But—  
you'll love him!

"RED DAVIS" went on the air in  
the fall of 1933 to answer the  
need for radio entertainment that  
would please parents and teachers—  
and young people, too.

## P. T. A. Enthusiastic

P. T. A. was immediately enthusi-  
astic. Letters came in from officers  
and individual members, praising  
the program. It was the kind, they  
said, that they wanted their own  
families to hear.

How about the young people  
themselves?

The answer is told in thousands of  
letters received from every part of the

country. Unsolicited letters—de-  
manding more "Red Davis."

## Back Again Oct. 1st

Because of this nation-wide en-  
thusiasm, "Red Davis" is going back  
on the air, beginning October 1st.  
"Red," his family and friends will  
take part in some interesting and  
amusing anecdote—portraying hon-  
estly and sincerely American home  
life of the better sort.

Listen in and see if this isn't the  
kind of program that you approve  
of, too—and the kind you, your-  
self, will enjoy.

# NBC • WJZ Network

COAST TO COAST MONDAY, WEDNESDAY, FRIDAY NIGHTS

SPONSORED BY THE BEECH-NUT PACKING CO., CANAJOHARIE, NEW YORK, MAKERS OF  
BEECH-NUT GUM, CANDIES, COFFEE, BISCUITS AND OTHER FOODS OF FINEST FLAVOR.



**BETTY DAVIS**  
—with Mrs. Davis  
—trying on her  
first party dress.

